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ABSTRACT

Intended for use in conjunction with the guidebook, "Early Childhood Education in South Carolina," this book of experiential activities aims to help kindergarten teachers plan an appropriate program for their children. Each activity described realizes one of the 18 objectives for kindergarten that were adopted by the South Carolina State Board of Education Basic Skills Assessment Program. After brief discussions of basic beliefs about kindergarten, program development, classroom management, and the continuous assessment of children's development through daily observation, contents provide statements of objectives and descriptions of activities in the areas of (1) gross motor development; (2) fine motor development; (3) remembering visual stimuli; (4) perceiving visual likenesses and differences; (5) remembering auditory stimuli; (6) perceiving auditory likenesses and differences; (7) expressive language; (8) receptive language; (9) expressing interest in language; (10) classification; (11) making comparisons; (12) sequencing; (13) understanding the concept of the conservation of number; (14) interpreting and inferring; (15) controlling emotions; (16) developing a positive self-concept; (17) developing a positive attitude toward school; and (18) developing acceptable interactions with others. An appendix lists equipment and materials considered essential for a kindergarten program. (RH)

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The Kangaroo Book

Developmental Activities Related to the Kindergarten Objectives

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Charlie G. Williams
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THE KANGAROO BOOK

DEVELOPMENTAL ACTIVITIES RELATED TO THE STATE KINDERGARTEN OBJECTIVES

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Introduction

The 18 kindergarten objectives adopted by the State Board of Education Basic Skills Assessment Program provide the basis for the activities in this publication. The South Carolina Department of Education offers this book as a resource to kindergarten teachers and others who find the activities developmentally appropriate for their students. Coupled with the developmental curriculum that is presented in the guidebook, *Early Childhood Education in South Carolina* this book of experiential activities will help teachers to plan an appropriate program for their students.

The Kangaroo Book should not be the only source of activities used by teachers. Nor should these activities become a regimented lockstep approach to achieving the stated objectives. Teachers' general knowledge of child development and their insight into each student's needs will allow them to choose the most appropriate activities and experiences to provide in the classroom. Evaluating each child's accomplishment of these objectives should be made by continually assessing the children as they participate in activities and use materials. This evaluation can best be made through informal daily observation.

A variety of instructional materials and equipment, organized into many learning centers, are used in carrying out the activities listed in this publication. Teachers are encouraged to include this same type of variety as they plan other classroom experiences. Utilizing many different activities, centers, and materials to reinforce concepts allows each child to develop needed skills, regardless of previous experiences or learning styles. This individualization nourishes children's excitement in learning and enhances their feelings of success.

Additional activity pages are provided at the end of each section to enable teachers to organize their own ideas under the broad objectives.This will make *The Kangaroo Book* a more usable and personalized resource. Along with each teacher's knowledge of young children, enthusiasm for teaching, and creative ideas. this publication can assist teachers in planning an optimum developmental program for each child's **TODAY.**

Kindergarten Philosophy and Program Development

There is an important interrelationship of all aspects of each child's development with social, psychomotor, and intellectual growth clearly interwoven. Research by Bloom, Hunt, and Piaget has indicated that the early years are crucial for the development of intelligence. In the development of thinking skills, it is essential that children learn in a rich, stimulating, and responsive environment with which they are encouraged to interact. The child's degree of success in using thinking skills to generalize in a variety of situations is largely determined while the child is very young and is based on the quality of his experience during that time. Activities should be matched to each child's developmental level. Children are different in physical size, in personality, in experiential background as well as in style and rate of learning.

The kindergarten learning environment should be organized into learning centers so that children may work at different levels in different activities for varying periods of time. Independence and decision making are encouraged. The teacher and aide should function as facilitators of learning rather than imparters of knowledge.

A kindergarten program in which learning is fruitful as well as fun should be based on clearly defined goals developed through children's interests and needs. Facilities, materials, and equipment should be selected and experiences planned to meet these goals.

The general outcomes of learning experiences in kindergarten are defined by the following state kindergarten objectives adopted by the State Board of Education, June 8, 1979.

1. The student performs tasks involving gross motor skills.
2. The student performs tasks involving fine motor skills.
3. The student remembers visual stimuli.
4. The student determines likenesses and differences in visual stimuli.
5. The student remembers auditory stimuli.
6. The student determines likenesses and differences in auditory stimuli.
7. The student communicates with others by using expressive language.
8. The student is receptive of language in communicating with others.
9. The student expresses an interest in language.
10. The student classifies stimuli on the basis of one or more attributes.
11. The student compares stimuli on the basis of one or more attributes.
12. The student sequences stimuli on the basis of one or more attributes.
13. The student begins to understand the concept of conservation of number.
14. The student interprets and infers on the basis of oral or illustrative selections.
15. The student controls emotions and expresses them in a socially acceptable manner.
16. The student displays a positive attitude toward self.
17. The student displays a positive attitude toward school.
18. The student interacts with others in a socially accepted manner.

The kindergarten program should enhance growth in all areas of development: social, emotional, physical, and intellectual. Children do not proceed at the same rate through stages of learning. Movement between stages is uneven and is a process of maturation. Involvement in learning experiences congruent to the child's development should result in the acquisition of real understandings which establish a strong foundation for future learning. Therefore:

—The total kindergarten program should be developmental in nature.

—Specific learning objectives for each child should be based on that child's level of development with concious attention given to maturation.

—An individualized program with developmentally appropriate activities should be planned and implemented to reach the objectives established for each child.

Learning is a result of the young child's active involvement with his physical, social, and emotional environment. A rich, varied, and stimulating environment greatly increases the child's potential for learning. Areas of learning are interrelated. Young children do not fragment subject matter; they integrate it naturally. When mode and subject matter are interesting, relevant, and appropriate, motivation for learning is increased. Therefore:

—The curriculum should be designed to develop concepts and skills defined by the state kindergarten objectives.

—The kindergarten curriculum should integrate areas of learning.

—Learning center organization should be used.

—The program and schedule should be flexible with the day planned in large blocks of time, keeping transitions to a minimum.

—A balance of indoor - outdoor, active - quiet, individual/small group - large group activities should be planned.

—Children should be allowed to make many choices within the structure of a well-planned stimulating environment.

—Activities that encourage self-direction in-learning should be planned and implemented.

—Concrete and sensory materials should be a vital part of the environment because they are the basic learning devices for the young child.

This section is an excerpt from *South Carolina Kindergarten Philosophy and Program Development*, South Carolina Department of Education.

Classroom Management

An early childhood education teacher must be able to plan for and manage these four essential classroom elements:

Time	Materials
Space	People

Each of these elements must be built upon the knowledge of young children's development. Plans for these elements are not enough; plans must be then implemented and evaluated. This cycle of planning, implementing, and evaluating all program elements must be continuous.

TIME

The utilization of time is of primary concern. Each minute in the young child's school day is much too valuable to waste. Children need opportunities to discover, experiment, speak, listen, solve problems, and interact with adults and other children in meaningful ways.

Scheduling of each day's time is an important aspect of classroom management. Program time should be planned to provide for large blocks of time, keeping transitions to a minimum. Transitions occur when children move from one part of the daily routine to another. Well-planned procedures should be established for these times or the children may lose control when they don't know what is expected of them. For example, as children finish work time and their clean-up activities, one teacher should move to a designated meeting place. The teacher should then begin the planned activities right away, even if all the children have not joined the group. These activities should be inviting and of the type that children can join in at any time.

Following an established routine will allow children to anticipate what is coming next and thus ultimately find more time for learning rather than waiting. Limited waiting will also help to eliminate behavior problems which often occur at these transition times. Ultimately knowing what is expected and what comes next in the daily routine will help children to become more independent and self-confident.

The most important time during the half-day session is the 1½ - 2 hours designated as center time or work time. The children's movement to the various learning centers is primarily self-selected and self-paced, providing for individual needs. In this framework, teachers make the necessary transitions as children move independently from one activity to another. Teachers and aides may move in and out of activities initiated by the children, as well as establish activities or experiences into which they invite children to participate.

The following sample of teacher scheduling provides a picture of the movement and responsibilities of two adults during a 1½ hour period.

Time	Teacher A	Teacher B
8:45 - 9:15	Moves around all centers to offer assistance, encouragement, and language input.	Is available in book center to read books upon request.
9:15 - 9:45	Takes four children (who have been observing gerbil) to library to find out more about gerbils.	Moves around to all centers. Opens snack center.
9:45 - 10:15	Invites interested children to language arts center to participate in creating a language experience story about the new gerbil.	Continues to act as facilitator to children working in centers.
10:15	Assists children in clean-up activities.	Begins songs and finger-plays as children clean up and come to group time.

Scheduling for half - day and full - day programs will vary. However, the basic elements of providing a balance of active - quiet, indoor-outdoor, and individual/small group - large group activities remains the same. For an in-depth discussion of scheduling with sample schedules, see *Early Childhood in South Carolina* (pp. 32-39).

SPACE

The goals and objectives of the overall program - children and their needs - should be the primary consideration in planning the use of space. Special consideration should be given to an arrangement and organization which allow children to work independently. The types and numbers of learning centers will vary according to the size of the classroom. Some classrooms may have a large number of centers, while limited classroom size may necessitate that centers be changed or combined. However, basic centers for blocks, art, books, manipulatives, music, language arts and math should remain constant.

The flow of children and activities depends on the classroom organization. Establishment of wet and dry areas and the placement of noisy and quiet activities will curtail potential problems. Initial consideration given to the developmental characteristics of young children and their implications for daily use of space will also alleviate future problems.

For a thorough discussion of the learning environment, which includes sample classroom arrangement sketches, see *Early Childhood Education in South Carolina* (pp. 18-30). An additional resource is the *Kindergarten Facilities Guidebook* which offers guidance to those responsible for planning and developing learning environments.

MATERIALS

Selection of appropriate equipment and materials should be based on the premise that young children's learning is a result of their involvement with real objects and experiences. Concrete and sensory materials are vital to a good early childhood program. Selection of materials and equipment depends on the age and maturity of the children, program goals and objectives, the number of children, and the physical facilities used, as well as budget.

With appropriate equipment and adequate materials, teachers can rotate materials in the centers to maintain and challenge children's continued interest. As children's needs and interests change throughout the year, the materials available should reflect these changes.

Systems for storage vs. display of materials should be clearly defined. Materials stored in closed cabinets or shelves show children that those materials are not for use on that day. Well-organized materials and supplies, clearly arranged in each center, help to instill a sense of order in children and enable them to clean up and return materials independently.

Teachers should pay special attention to keeping materials in good repair and replacing damaged materials. Materials with broken or missing pieces should be removed as they are frustrating to children as they strive to complete tasks successfully.

The appendix provides a recommended listing of equipment and materials for use in a kindergarten program. Other listings of equipment and materials are included after each section of *Early Childhood Education in South Carolina*.

PEOPLE

Children, teachers, and classroom volunteers are the essential ingredients in the scenario of daily classroom activities. Teachers and their assistants or aides are referred to collectively as "teachers" because both participate in the teaching-learning process. Though the certified teacher is ultimately responsible for the classroom, the teacher / aide team should cooperate in planning daily activities. Lesson plans should include materials and activities for each learning center, as well as specific activities for transition times, small groups, field trips and special projects. Lesson plan formats should also include space for noting specific children's needs and interests.

In order to manage the wide variety of activities, centers, and materials in their classroom, children must be able to manage themselves in the classroom with as little teacher direction as possible. A system for allowing children to make choices and work independently should be established in each classroom. One such system is the choice board which is described in *Early Childhood Education in South Carolina* (page 34). The details for establishing such a system and the materials needed are listed in *Learning Centers: Children Alive (K - 3)*, also published by the South Carolina Department of Education.

There are other systems that can be employed to manage children and their use of learning centers. Simple, concrete retrevial systems, such as color-coded clothespins attached to the child's clothing or yarn necklaces, may be hung on separate hooks in each learning center. When a child comes to a center and finds all of the clothespins or necklaces in use, he moves to another area which has available working space. An adequate number of choices should be available throughout the classroom to enable children to make good choices without waiting. As children become proficient in using this type of system, the clothespins or necklaces may be moved to a central board in the classroom. Later in the year, more abstract systems using children's names and pictures can be employed.

When using any management system, adults should remain aware of the nature of young children. There should be enough flexibility to encourage children's development of unique thinking patterns and allow for alternate uses of space to accommadate their creative ideas. Permanent establishment of a fixed number of children to work in centers is not recommended; it prohibits the flexibility needed when special needs arise. A management system works best when the teacher and the system are flexible. It is natural for young learners to reshape the dramatic play center space to make a "two room apartment". It's natural for children to call others into the science center to watch the butterfly emerge from the cocoon. Centers need not only to change in size and shape, but also to close or to become more sophisticated to meet children's specific needs, changing interests, and different learning styles.

After children become more aware of the possibilities available to them in the classroom routine and environment, they can then participate in planning their day of learning. This planning should take place during a special time each day in a designated place, where children can see all the available work areas. Through planning and carrying out their plans, children will see themselves as people who can have ideas, act on them, and affect their environment.

Children's plans may range from simply pointing to a center, to listing center names, or to drawing a picture showing plans for a multiple-step project. Some children may wish to dictate their plans to a teacher; others may check off centers in which they plan to work on a teacher-prepared ditto sheet picturing all available choices.

After completing (often revising) their plans during the work time period, children will need to meet together in small groups to review their day's work and discoveries. This culminating activity will provide a time for children to share their dictated stories, art projects and other activities. Children's varying forms of sharing should always be accepted openly and used as stepping stones for further developmental planning.

Continuous Assessment of Children's Development Through Daily Observation

Ongoing assessment of each child's development is an essential program element. The process of recording progress is an integral part of the classroom management components discussed in the previous section.

Assessment of each child's progress toward the kindergarten objectives can be measured through observation as the child participates in appropriate activities, manipulates materials, and interacts with others. Each child's accomplishment of the listed subskills (and others not included) provides an indication of overall progress.

Planning appropriate experiences should be based on children's indicated needs as well as their interests. For example, one child may be particularly interested in creating a Halloween carnival game. The teacher might then facilitate his work by providing the needed building materials in the woodworking area; by taking dictation about his jack-o-lantern bean bag target; by helpng other children make bean bags; and by allowing the dramatic play area to become the carnival area. At each point in this process, the teacher is assessing a multitude of skills such as hammering, verbalization, cooperation, throwing.

To aid teachers in managing the process of recording each child's progress, examples of several forms are included here. These are only samples which can be altered to include additional items reflected in school district priorities or adapted for specific teacher's needs.

Form 1 is an individual checklist or profile that can be kept on each child. Copies for each child should be kept together in a looseleaf notebook rather than individual files in order to make the profiles more accessible for planning instruction. A check-off of accomplished subskills should be ongoing or weekly, rather than at the end of the year. Teachers may prefer to record progress by simply checking off subskills as they are accomplished, recording the date of each accomplishment or color-coding the checkmarks to denote a time frame of accomplishment. The back of this form gives teachers a format for recording their anecdotal observations of each child. Additional copies of this anecdotal format could be made for continued recording of observations. The subskill check-off, used with anecdotal observations, provides valuable information that may be summerized during a parent conference. Utilizing this profile or similar tools should assist the teacher's attempts to look at overall development. It should enhance the process and make the task of observing children's progress more manageable.

In order to check the listed subskills on individual profiles, teachers need a daily observational record-keeping system that provides information for making judgments about each child's progress, as well as providing information for further planning. Multiple copies of the center observation sheet shown in Form 2 could be prepared with the class roll in the left column. Teachers can then list subskills and related activities which have been planned for specific learning centers. As teacher and aide observe children in the centers, they record children's progress and their observations.

This informal type of evaluation through observation is desirable as opposed to pulling children out to participate in mini-testing situations. Listing all children's names on the record sheet does not imply that all children should participate in each activity or accompish each listed subskill during that week. It only provides a format for checking off those activities observed. Listing one subskill or activitity during one week does not preclude its being listed repeatedly or periodically throughout the school year. As different children will develop specific skills at different times during the year, teachers should use caution as they examine the completed weekly activity records. Not checking a child's name may indicate only that he is not yet interested in that activity or that the activity is not developmentally appropriate. All teachers are cautioned against overemphasizing each child's participation in any particular activity. Observation should be concentrated on each child's overall development of skills, rather than completion of any one task or activity.

The following sample center observation sheet would be attached to the top of a shelf or attached to a clipboard hung in the art center. The sheet should be easily accessible to teachers as they work in the center with the children, or as they move from center to center observing children's work.

Center Observation Sheet

Center: Art Date: April 5-9

Subskills:	cuts on straight line		shows work to others				
Activities / Children	cuts lines on 2" × 4" strips	cuts strips for paper chains					Additional Comments
John	✓		not yet				
Sue	having trouble						does not chose art area regularly
Mary		✓					requesting various materials
Bill	✓	✓	very proud				

This type of record sheet could be prepared for each learning center. It should be changed weekly, using the information gained to record individual progress on each child's individual profile and to plan specific experiences for next week. New center observation sheets are then prepared in conjunction with detailed lesson plans which reflex the needs and interests of individual students. Scrutiny of individual profiles, center observation sheets, lesson plans and any formal testing results will combine to form a sound basis for planning the daily "happenings" in a good early childhood classroom.

This approach to planning identifies each child's status on a developmental continuum and identifies experiences that will challenge him. This emphasis on children's strengths will lead each teacher to search for the appropriate developmental "match" between the children's skills and planned learning activities. Children's active participation in this type of program will ensure their success as independent learners and instill in them a joy for learning **TODAY** and **TOMORROW.**

KINDERGARTEN PROFILE

Form 1

CHILD'S NAME _____ SCHOOL _____

BIRTH DATE _____ TEACHER _____

1. Gross Motor

___ Runs
___ Marches
___ Hops - either foot
___ Skips
___ Jumps - lands both feet
___ Gallops
___ Climbs stairs - alternating feet
___ Bounces ball
___ Throws ball
___ Catches ball
___ Kicks ball
___ Balances
___ Rides tricycle
___ Pulls up with arms
___ Travels - hand over hand

2. Fine Motor

Fastens closures:
___ buttons
___ zips
___ laces
___ ties

___ Folds paper
___ Assembles puzzles
___ Opens book, turns pages appropriately
Builds with small construction toys
___ Builds with unit blocks
___ Cuts with scissors
___ Traces objects and symbols

Copies:
___ a. shapes
___ b. letters
___ c. own name
___ d. words
___ e. numerals

___ Uses pincher grasp
___ Manipulates art materials

3. Remembers Visual Stimuli

Recalls by pointing and/or naming stimuli:
___ colors
___ shapes
___ numerals
___ letters
___ patterns
___ familiar objects

4. Determines Likenesses and Differences (Visual)

___ Matches identical colors
___ Matches identical pictures
___ Matches identical shapes
___ Matches objects of identical size

Matches identical symbols:
___ numerals
___ letters
___ words

___ Selects the picture or object that is different
___ Assembles simple puzzles

5. Remembers Auditory Stimuli (after brief lapse of time)

Repeats sounds made by:
___ animals
___ objects
___ people

___ Repeats rhythmic sequences
___ Counts from 1 to 10 by rote

Repeats:
___ nursery rhymes
___ fingerplays
___ songs
___ poems
___ address
___ phone number
___ birthday

___ Recalls source of sounds

6. Determines Likenesses and Differences (Auditory)

Matches sounds made by:
___ objects
___ animals
___ people

Matches sounds based on:
___ rhythmic pattern
___ pitch (high, low)
___ volume

___ Recognizes words that sound the same (dog, dog)
___ Recognizes words that sound different (doll, dog)
___ Matches words that rhyme
___ Matches sounds at beginning of words (ball, boy, book)

7. Expressive Language

Names:
___ colors
___ parts of body
___ people
___ animals
___ foods
___ objects
___ sounds
___ days of week
___ seasons
___ occupations
___ letters
___ numerals
___ coins
___ textures

___ Initiates verbal communication
___ Relates personal experiences
___ Dictates personal experiences for teacher to record
___ Uses descriptive language

8. Receptive Language

___ Listens and responds to conversation of others
___ Listens to and comments about a selection heard
___ Listens to and follows directions

9. Expresses Interest in Language

___ Asks meaning of words
___ Asks to have a story read
___ Looks at pictures in books
___ Exhibits interest in language
___ Shares book with class

10. Classifies (based on one or more attributes)

Classifies objects by one attribute using:
___ color
___ size
___ shape

Classifies objects by more than one attribute

Classifies by function and/or relationship
___ objects
___ foods
___ animals
___ people

11. Compares (based on one or more attributes)

Compares quantities:
___ more than
___ less than
___ same as

Compares two objects by:
___ length
___ height
___ weight
___ size
___ shape
___ distance

___ Compares opposites

Compares positions:
___ behind/in front of
___ between/beside
___ above/below
___ inside/outside
___ middle/edge
___ over/under
___ right/left

12. Sequences (based on one or more attributes)

___ Counts up to ten objects

Orders objects by:
___ length
___ height
___ weight
___ size

___ Identifies correct object to complete pattern
___ Completes an incomplete picture or pattern
___ Retells short story in sequential order
___ Arranges three pictures in correct order
___ States the sequential steps involved after completing a three-step activity

13. Understands Conservation of Number

___ After seeing the teacher rearrange the original counted set, the student responds (without counting) that the number of objects is the same.

14. Interprets/Infers on Basis of Oral or Illustrative Selections

Listens to selection and:
___ expresses main idea
___ makes inferences
___ supplies logical ending after two-thirds of selection
___ supplies appropriate answers to questions based on context clues

___ Makes up story about picture

15. Controls and Expresses Emotions in a Socially Acceptable Manner

___ Expresses feelings/needs in a controlled and constructive way
___ Accepts socially imposed limits
___ Adjusts to changes in routine

16. Displays Positive Self-Image

___ Exhibit positive self concept through favorable actions and words about self
___ Works independently completing tasks or asking help from others when needed

Shows pride in work by:
___ taking home finished work
___ asking to display work
___ showing work to others

___ Develops independent personal hygiene habits
___ Responsible for own belongings

17. Displays Positive School Attitude

___ Participates willingly in variety of class activities
___ Uses materials correctly

18. Interacts with Others in a Socially Acceptable Manner

___ Shares materials
___ Takes turns
___ Listens to ideas and opinions of others
___ Respects property and rights of others
___ Reacts positively toward achievement of others

Child's Name _____

Date	Time	Behavioral Observation

Form 2

Center Observation Sheet

Center: _____ Date: _____

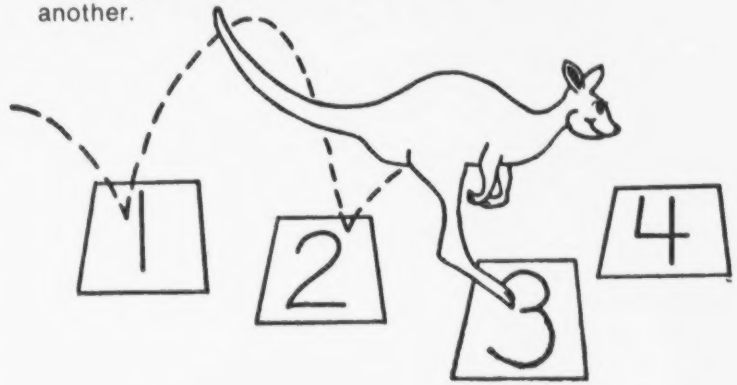
Subskills:						
Children / ACTIVITIES						Additional Comments

DEVELOPMENTAL ACTIVITIES RELATED TO THE OBJECTIVES

OBJECTIVE 1:
The student performs tasks involving gross motor skills

OBJECTIVE 1: GROSS MOTOR

Subskill	Materials Needed	Center(s) Involved	Activities
runs	barrel box saw horses rope	outside	Run around a predetermined obstacle course.
	record player records	music	Encourage children to run as part of movement exploration activity by using music with running rhythm. Compare to walking rhythm.
	none	outside large outdoor area	When signal is given, children run to opposite side of room or playground without touching anyone or anything.
	none	outside	Play duck, duck, goose. Children form a circle. One child is chosen to go around the circle touching each child's head, saying "duck" until he finds the child he wants to chase him. As he touches this child, he says "goose." He chases the first child who tries to return to goose's place in circle. If he catches him, the child caught goes into center of circle ("the soup pot") and stays there until another is caught.
marches	drum tape recorder	music outside	Beat a drum at different speeds and allow the children to march. Provide opportunities for children to beat drum. Make a tape recording of drum beats. Children may play back and practice marching. Vary by using rhythm sticks, clapping, or tambourines. Extension: Encourage children to make their eyes, fingers, arms, and hands march.

Subskill	Materials Needed	Center(s) Involved	Activities
marches	marching records record player	transition activity	As children are moving from one activity to another, the teacher suggests that they march instead of walk (i.e. march from group time to the choice board and then to the learning centers). Play marching music to encourage participation. Vary by marching backwards, sideways.
	resource people	group	Walk or take a trip to a nearby high school to observe the band practice marching. If a trip is not possible, invite several band members (in uniform if possible) to demonstrate marching.
hops - either foot	rubber number mats 1-10	math	Encourage children to hop from one numeral to another. 
	unit blocks	block	Hop around shapes made on floor with unit blocks.
	records record player rhythm instruments	music	Hop to the music or the beat made by rhythm instruments.

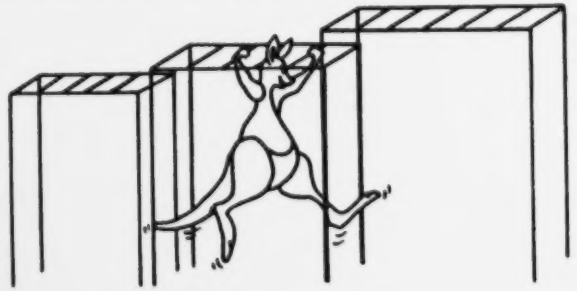
Subskill	Materials Needed	Center(s) Involved	Activities
hops - either foot	chalk or rock small bean bags	outside	Draw hopscotch design. Children throw small bean bags and hop from number to number.
	whistle	outside	Children begin hopping on one foot. When whistle sounds, they change feet and hop until whistle sounds again.
	blocks chairs tables	large indoor area	Set up an obstacle course using blocks, chairs, tables, etc. Tie a string around child's foot. Child hops around the objects on left foot. When he reaches the end, he should turn around and hop back on right foot.
	paper felt marker	language arts	Ask the child to complete a story which starts "One day I hurt my left foot so . . ." Write the story as the child dictates it. Read the story and ask him to demonstrate how he had to hop around.

Subskill	Materials Needed	Center(s) Involved	Activities
skips	drum	music	Children walk to a steady clap or drumbeat. As they continue walking, suggest that they let each foot bounce. This upward boucing movement in the walking exercise will enable children to feel the rhythm of skipping.
	none	outside	When taking children on a walk, play "Follow the Leader" with the leader skipping.
	none	outside	Skip around, allowing children to imitate the skipping movements of the teacher and other children as they sing "Rig-a-Jig-Jig." This offers children experiences to compare walking with skipping rhythms.
	record of "Skip to My Lou" record player	music	Sing "Skip to My Lou" and skip to chorus.
	props for grocery story dramatization	dramatic play	Encourage children to pretend they are skipping to the grocery store for their mothers and remembering three items they're supposed to buy.
jumps - landing on both feet	candle and holder or teacher-made model	language arts	Dramatize nursery rhyme "Jack Be Nimble" and allow children to jump over candlestick.
	old tires	outside	Allow children to jump in and out of tires.
	stair steps	indoors or outdoors	Ask child to jump from height of one step to ground. You may need to offer hand at first. Encourage child to jump without support.

Subskill	Materials Needed	Center(s) Involved	Activities
jumps - landing on both feet	none	outside	Have children pretend they are bunnies hopping (actually jumping) around in the forest, hiding behind trees. At Easter time they may jump (both feet) around, hiding eggs or doing the "Bunny Hop."
	teacher-made number mats, shaped like lily pads	math	Place numbered lily pads on floor and ask the children to pretend they are frogs crossing the pond by jumping from pad to pad in numerical order.
	song - "Ten Little Speckled Frogs" balance beam	music	Children sing "Ten Little Speckled Frogs" and dramatize. Frogs sit on balance beam (log) and jump into imaginary "pool" on floor.
	rope	outdoors or large indoor area	Two teachers or children hold the rope slightly above the ground. Children jump over the rope. Raise the rope slightly each time to encourage higher jumps. *Extension:* Jumping the rope as it is turned overhead may be added later for some children.
gallops	rhythm sticks or coconut shells	music	Several children pretend they are the horses and gallop around the room. (Teacher modeling may be needed.) Other children use rhythm sticks and coconut shells to make sounds of galloping horses, then add appropriate music such as "Over the River and Through the Woods."
	none	outside	Play "Follow the Leader" or "Simon Says" with a child as leader. Children imitate leader's galloping movements.

Subskill	Materials Needed	Center(s) Involved	Activities
gallops	none	outside	Take children for trip around school grounds and make up song for "Here We Go Galloping."
climbs stairs - alternating feet	3-5 step staircase barrel box rope	large indoor area	Create obstacle course of several tasks and include staircase.
	none	entire school	Allow children to go on tour of entire school building to get to know their school. This will usually involve going up and down several sets of stairs. A walk to a nearby church or community building may provide another opportunity to climb stairs.
	large hollow blocks	blocks	Encourage children to build their own stairs and practice going up and down.
bounces ball	balls	outside or gym	Allow children to practice "bounce-catch" sequence on hard surface. Encourage children to make up chants or songs about bouncing.
throws ball	boxes balls (different sizes) bean bags shapes cut from paper and glued to boxes	math, outside	Have child throw bean bag or ball into boxes with shape that is called. Have child throw with one hand if using bean bag or small ball. If using larger bag or ball, use both hands if necessary. Encourage child to use his dominant hand and other hand the same number of times. Start child close to boxes and have him experiment with farther distances.

Subskill	Materials Needed	Center(s) Involved	Activities
catches ball	ball	large indoor area	Call Ball - The teacher or child stands in the center of the circle. The name of one child is called as the teacher or child throws the ball into the air. The child whose name is called must catch the ball before it hits the ground. Vary by bouncing ball.
	none	circle time or outside	Air Catch - When eye contact is established, throw the imaginary ball to a child. He catches and throws it back to someone else. Vary by rolling imaginary ball.
kicks ball	balls	outside	Children work in pairs. "Pitcher" rolls ball to kicker. After three kicks, children exchange positions. Draw lines on ground for kicker and pitcher to stand behind.
balances	balance beam or a line on the floor	carpeted area for large group activity or outdoor area	Walk forward, touching heel to toe as they walk. Walk backwards. Walk sideways. Slide sideways. Use varying positions: squatting, stooping, arms up, arms out, arms down.
	string	large indoor area	Stretch string on floor and tape down. Have children walk on string. Variations include children hopping, jumping, marching, etc.
	balance beam erasers or light books	large indoor area	Have children spread arms out to side as they stand on balance beam. Place erasers or light books on each hand and have each child walk forward.
	balance beam	transition activity	Place balance beam in classroom so that children must use it on multiple occasions as they move around the classroom.

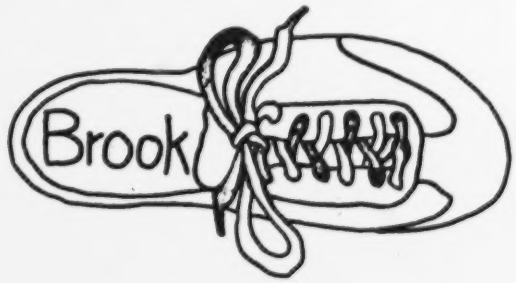
Subskill	Materials Needed	Center(s) Involved	Activities
balances	balance beam	dramatic play	Dramatize "Three Billy Goats Gruff" using balance beam as bridge to be crossed. Vary story to include more children by increasing the number of goats.
rides tricycle	tricycle or other wheel toys	outside	Provide a variety of appropriate size tricycles or other wheel toys for children to ride. Dramatic play can be encouraged by establishing paths, displaying street signs, etc.
pulls up with arms	chinning bar or other climbing apparatus	outside	Children experiment and develop upper torso strength by hanging and pulling up on chinning bar. 
travels - hand over hand	knotted rope	outside or large indoor area	Children develop arm strength by climbing a knotted rope (hanging 6 inches off the ground), using hand over hand movements supported by feet.
	horizontal ladder (4" to 5" high)	outside	Children develop arm strength by moving body forward, using hand over hand movements (i.e. monkey swing). Variations: May also use a series of monkey rings hanging from old swing set frame.

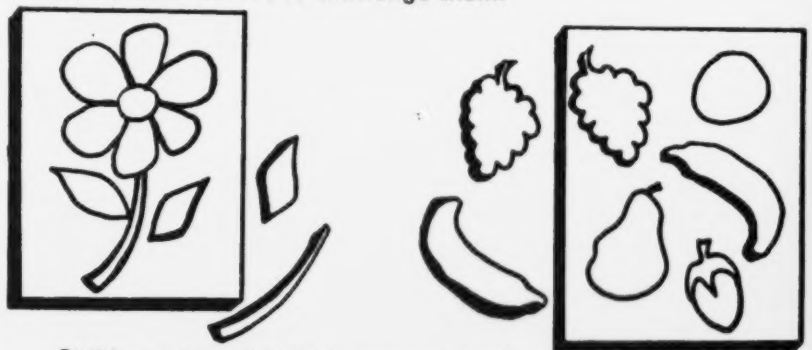
Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 2: The student performs tasks involving fine motor skills

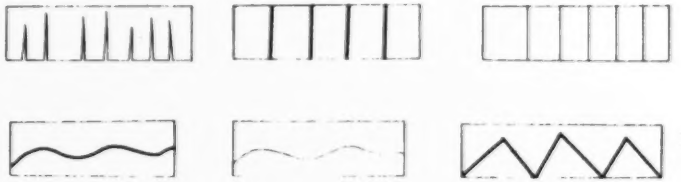
OBJECTIVE 2: FINE MOTOR

Subskill	Materials Needed	Center(s) Involved	Activities
fastens closures: buttons	dress-up clothes with button closures	dramatic play	Provide dress-up clothes for dramatic play. Button closures (as well as other closures) should be provided to give children opportunities for practice.
	art shirts	art	Provide paint shirts that button with a large button.
zips	pants front shirt front jacket front pillow	manipulative	Make 2 square pillows approximately 18" square. Cut pants front; sew on one side of pillow (zipping and fastening); cut jacket for other side (separating zipper); on second pillow, cut shirt front for one side (buttoning), and use eyelets and shoestring for lacing.
laces	shoes shoe laces Dressy Bessy Dapper Dan lacing vest	dramatic play	Children practice lacing and tying with use of old shoes and shoe laces, Dressy Bessy, Dapper Dan, and lacing vest.
	sewing cards	manipulative	Practice lacing with sewing cards.
	old greeting cards yarn hole puncher	art	Using old greeting cards, allow child to punch a shape with hold puncher around the outside of the card. Have child lace with yarn. Extension: punch a design inside the outer design.
	poster board scissors hole puncher yarn crayon or pencil	art	Trace and cut out child's hand print. Punch holes at intervals around hand. Child uses yarn to lace.
ties	old shoes	manipulative	Take a pair of old tennis shoes or purchase a sale pair and allow children to practice lacing and tying.
	paint shirts	art	Provide paint shirts that tie.

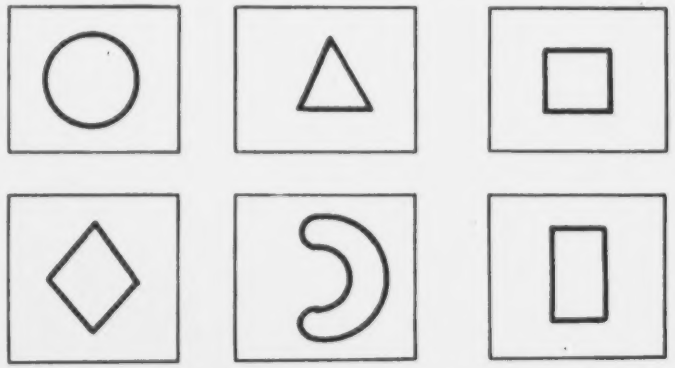
Subskill	Materials Needed	Center(s) Involved	Activities
ties	poster board hole puncher scissors shoe strings	manipulative	Make a shoe for each child from poster board, painted with child's name on it. Punch six holes and lace with a white string one-half of which is dyed a different color. When child ties shoe, he can take it home. (Helps keep track of who can and cannot.) 
folds paper	12" × 18" paper (use various colors and weights)	art	Allow children to fold paper (undirected) and draw pictures in each section created by folds.
	squares of different colored paper	art	Allow children to fold paper square of different sizes and colors (vary from 2" squares to 4" squares). Paste down one side to make a three-dimensional collage.
	paper strips (use various colors, weights, and sizes)	art	Give children ample opportunity to fold paper creatively. Folded pieces can be used for pretend gifts, embellishments for costumes, or collage materials.
assembles puzzles	styrofoam meat trays from grocery buttons	math	Geometric forms are cut from meat trays to make form boards. Small ball-shaped buttons may be glued on as knobs on puzzle pieces.

Subskill	Materials Needed	Center(s) Involved	Activities
assembles puzzles	puzzles	language arts	Provide a large variety of wooden puzzles (include whole form inserts and puzzles varying in number of pieces). Attention should be given to helping children choose puzzles of appropriate difficulty so as not to frustrate them but to challenge them. 
	pictures glue cardboard scissors	art	Children can make their own puzzles by gluing magazine pictures on cardboard and then cutting them into several pieces. (They may need assistance in cutting the cardboard.) Teacher-made puzzles of this type may be used to reinforce different concepts.
opens book, turning pages one at a time front to back	books	books	Allow children many opportunities to explore books freely. After hearing and seeing books read, the child will be able to follow the story by turning pages one at a time.
	tape recorder books	listening	Using pre-recorded books on tape, children will follow stories, turning pages one at a time along with audible signals.

Subskill	Materials Needed	Center(s) Involved	Activities
builds with small construction toys	cubical counting blocks rig-a-jigs legos Lincoln logs tinker toys bristle blocks etc.	manipulative	Allow children to explore these materials creatively. Offer a variety of spaces for construction: tables, floor, platform, etc. (Avoid models provided on direction sheets during initial experimentation.)
builds with unit blocks	unit blocks (full set)	block	Provide ample time and space for children to explore and create with unit blocks. Change accessories regularly to encourage different types of building and dramatic play for concept enhancement.
cuts with scissors	scissors magazines	art	Provide multiple opportunities to cut from magazines teaching children to first tear page from magazine before cutting. Cut pictures from magazines according to: color (red, blue, yellow, etc.), categories of animal pictures (dogs, cats, birds, etc.), shapes (circles, squares, triangles, rectangles).
	home-made play dough	art	Allow children to cut playdough. Reserve a couple of scissors especially for this activity.

Subskill	Materials Needed	Center(s) Involved	Activities
cuts with scissors	scissors paper pieces (4" × 2")	art	First allow children to just cut random snips from small manageable 4" × 1" strips. Then show them how to cut a fringe on 4" × 2" strips. Progress to more difficult cutting on same strips. 
	9" × 12" lined paper scissors	art	Children cut on lines to make strips for pasting paper chains.
	straws cotton string aluminum foil gift wrap	art	Give children opportunities to cut materials other than paper. Small bowls should be available to catch snipped off pieces which can be used for collage.
	kitchen tongs beads spools cotton balls baskets	manipulative	Allow children to use tongs to transfer objects from one basket to another. The same muscles used to manipulate the tongs are used for cutting.
	scissors pencil paper	art	The child will draw a straight line in the middle of the paper, fold the paper on the line and then cut the paper on the fold.
traces objects and symbols	9" × 13" cake pan sand laminated name cards	writing	Place laminated name card in the pan and cover with a small amount of sand. Child traces letters of his name in sand.

Subskill	Materials Needed	Center(s) Involved	Activities
traces objects and symbols	dry tempera paint fine sand glue construction paper	art, writing	Mix dry tempera paint with fine sand and put in salt shaker. Have the child write his name on construction paper and then trace his name with glue. Shake the mixture over the glue letters to complete the texturized activity.
	paper pencil wood or metal shapes and numbers	math	The child traces around the shapes or numbers.
	large doll (cardboard or wooden) paper crayons scissors	art	A large doll on a base (like paper doll) is provided. Patterns are cut from cardboard for dress, pants, and other clothes. Child traces clothes pattern on white paper, then decorates clothes (stripes, checks, etc.) and cuts out to dress the doll.
	wooden, plastic or cardboard letters paper scissors paste	language arts	Have child trace wooden, plastic or cardboard letters to form his name. If children do not know letters in name, have a copy of their names to follow (first name, then progress to last name). Have child trace the letters on construction paper, newspaper, colored contact paper, wallpaper or wrapping paper. After tracing the letters in his first name, the child can cut out the letters and paste them in order on long strips to form his name while looking at the pattern. Extension: child may trace other children's names or words.
copies shapes, letters, own name, words, numerals	list of students' names on large paper pencils	cooking	As a management tool to determine which children have eaten their snack (when self-service snacks are used), have children copy their names beside the model on the class roster. (This should be on very large paper.)

Subskill	Materials Needed	Center(s) Involved	Activities
copies: shapes, letters, own name, words, numerals	pencils crayons paints water markers paper	art or writing	Make available a set of drawings of various shapes (from simple to complex) for children to copy. 
	teacher-made letter cards paper crayons	writing	Make letter cards for children to copy. Begin by making only a few letters. Continue to add to the sets as the children become more proficient and express interest.
	familiar words printed on sentence strips pieces 9" × 13" pan with sand	writing or sand table	Allow children to copy words in sand.
	small chalk board chalk numeral cards	math	Allow children opportunities to copy numerals from numeral cards. Teachers may assist children in identifying sets of real objects to match the copied numerals.
uses pincer grasp	clothesline clothespins	dramatic play or outside water center	Set up clothesline for children to "hang out" clothes. Use spring-type clothespins that children must squeeze. Clothes may be cut-out paper shapes or doll clothes.

Subskill	Materials Needed	Center(s) Involved	Activities
uses pincer grasp	jar lids tweezers popcorn	math	Paste numerals or set of dots in jar lids. Let children use tweezers and place corn kernels in lids to match numerals.
	jars of different sizes lids to match	math or science	Screw lids on proper jars.
	bolt board	science	Screw nuts on matching size bolts.
	pegboards and pegs (various sizes)	math	Children use pincher grasp to hold and place pegs in pegboards to create their own patterns.
manipulates art materials	crepe paper (or art tissue) glue large pattern or shape on poster board	art	Have crepe paper cut in small squares. Child crushes paper around unsharpened end of pencil, dips into glue, and sticks on paper to fill pattern. Various colors may be used. Vary for seasonal activities - fall tree, valentine, Christmas tree, etc.
	various types of paper	art	Allow children to tear paper pieces and use to create designs and pictures by pasting on background paper.
	pudding shaving cream whipped ivory flakes or fingerpaint	art	Fingerpaint on large surfaces such as table tops, fingerpaint paper, TV trays, or cookie sheets.
	clay or dough	art	Children use their arms, hands and fingers to manipulate the clay – rolling, pounding, etc. Accesories such as rolling pins and cookie cutters may be added to encourage a variety of movements.

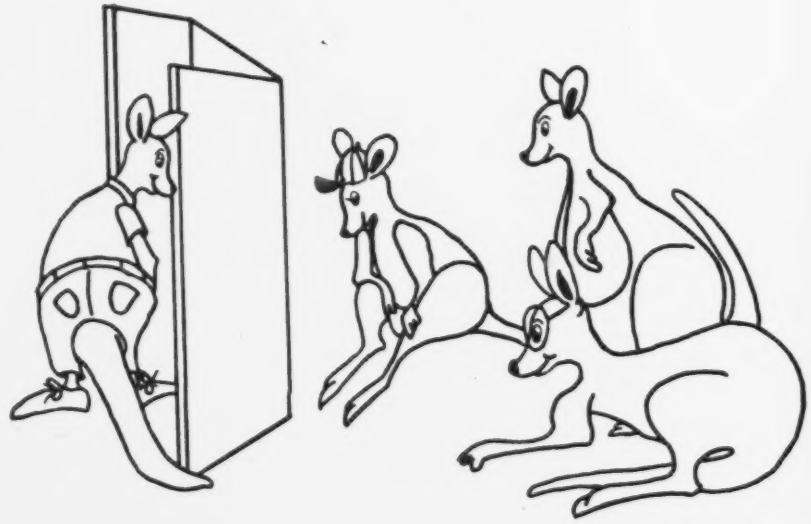
Subskill	Materials Needed	Center(s) Involved	Activities
manipulates art materials	burlap yarn blunt plastic needles	art	Children use materials to create original designs as they practice stitchery skills.
	paints brushes easel paper	art	Children use large brushes and tempera paint to create original designs and pictures.
	crayons magic markers pencils pens	art	Cover art table with large sheet of rolled paper. Tape around edges. Children use materials creatively.

Subskill	Materials Needed	Center(s) Involved	Activities

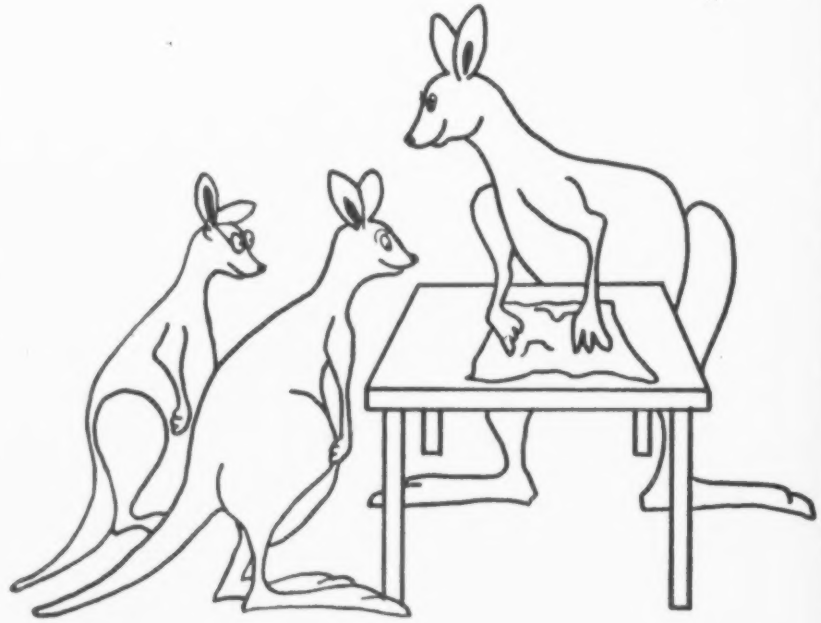
OBJECTIVE 3: The student remembers visual stimuli

OBJECTIVE 3: REMEMBERS VISUAL STIMULI

Subskill	Materials Needed	Center(s) Involved	Activities
recalls by pointing or naming colors, shapes, numerals, letters, patterns, familiar objects, etc.	large box or puppet stage	group time	Hide a child in a box or puppet stage and see if the children can recall what he/she is wearing.
	teacher-made telephone book	dramatic play	Allow children to use phone book with telephone in dramatic play. The teacher should make the book with one child's name and number to a page, using large print.
	blanket table	group time	Hang blanket over table. While all children close their eyes, have one hide under the blanket. Have other children then look and identify who is missing.



Subskill	Materials Needed	Center(s) Involved	Activities
recalls by pointing or naming colors, shapes, numerals, letters, patterns, familiar objects, etc.	2-6 blocks of different colors	math	Teacher places 2-6 blocks of different colors in a row (number of blocks depends on a child's developmental level). She tells the child we are going to play a game called "Hocus Pocus". She covers the blocks and asks the child to recall what he has seen. She then uncovers the blocks to check. Child can later progress to guessing which object is removed from under the cover by the teacher. Variation: Shapes, letters, objects, or pictures can be used rather than blocks.
	sandpaper yarn	writing	Show the child a shape, letter or symbol for a few seconds, then remove it. Let the child make the shape with yarn or sand paper.
	shaving cream cookie sheet	art	Allow free exploration of medium. Show a child a sequence of shapes or letters; remove it and let the child make them in shaving cream.
	flannel shapes flannel boards	manipulatives	Place three objects on flannel board for child to see. Objects are then removed and child duplicates pattern. (Additional objects may be added as child becomes more proficient.
	collection of pictures	language arts	Child looks at picture, then is asked to recall specific details from picture, after picture is removed. (The pictures may be related to activities in other learning centers and placed in those centers.)

Subskill	Materials Needed	Center(s) Involved	Activities
recalls by pointing or naming colors, shapes, numerals, letters, patterns, familiar objects, etc.	towel and variety of objects found in the room	small group	Let children name object or objects that teacher presents. Then teacher covers objects with a towel. Children name objects. Activity can then be placed in manipulative center for further practice. 
	pairs of cards with pictures numbers shapes and colors	math	Children match or pair pictures, numbers, shapes , etc., that have been place face down (similar to the "Concentration Game").

Subskill	Materials Needed	Center(s) Involved	Activities
recalls by pointing or naming colors, shapes, numerals, letters, patterns, familiar objects, etc.	series of cards begining with one picture, working up to a card with six pictures.	language arts	Teacher shows card with one simple picture, then puts it face down in lap. Child names the picture. Teacher proceeds to the card with two pictures, working up to six pictures or until child can continue without missing.
	any group of objects (six objects)	language arts	The children are shown the objects and name them. Play "what's missing." Arrange objects, have children look, and then close their eyes. Remove one object, children look and then tell what's missing.
	none	small group	Children sit in group. One child is chosen; all children look closely at child. He then leaves the group and his apperance is changed in some way (sleeves rolled up, belt removed, hair bows changed, etc.). Child returns and other children tell what was changed.
	shoe box glue scissors pictures (examples: gingerbread man, star, wagon, bear, dog, and bed).	language arts	"Peephole". The teacher cuts a circle in the top of a box. In the bottom of the box place the pictures (begin with three and work up to six). The teacher will give the box to the child and ask the child to look in the peephole at the pictures. Don't tell anyone! Teacher covers the box with hand or material and asks the child to name the pictures seen in the box. Children may later play game on their own and change cards themselves. Variations: This game can be used in various centers with related pictures. colors — art center insects — science center shapes — block center food pictures — housekeeping numbers, patterns — math

Subskill	Materials Needed	Center(s) Involved	Activities
recalls by pointing or naming colors, shapes, numerals, letters, patterns, familiar objects, etc.	pictures of single objects (examples: apple, orange) area to display pictures	language arts	"Detective Game". The teacher will show the child three pictures and then ask the child to look at the pictures and name each one. The child closes his eyes. The teacher then removes all the pictures and asks the child to name what he saw. May later increase to six pictures.
	sandpaper numerals and/or letters	writing	Give children an opportunity to trace sandpaper numerals and/or letters, using their fingers. Following up by having children duplicate symbols without looking at model.

Subskill	Materials Needed	Center(s) Involved	Activities

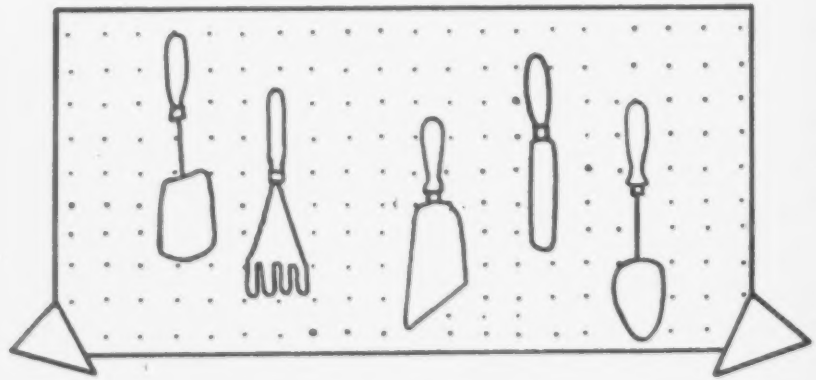
OBJECTIVE 4: The student determines likenesses and differences in visual stimuli

OBJECTIVE 4: DETERMINES LIKENESSES AND DIFFERENCES (VISUAL)

Subskill	Materials Needed	Center(s) Involved	Activities
matches identical colors	various colored macaroni yarn	art	Provide container of assorted colored macaroni. Children cut yarn a given length and string macaroni to match selected yarn color.
	pegboard colored clothespins	choice board	Child chooses colored clothespin that matches color of center in which he wishes to work. After completing his work, the child matches identical colors to return clothespin to proper place on choice board.
	color chips	transition activity	"You may wash your hands if you have on this color." (Teacher holds up color chip.)
	colored cubical blocks teacher-made pattern	manipulatives	Child will look at pattern on card (3 to 6 shapes) and match pattern with his colored blocks, placing his blocks directly on the pattern.

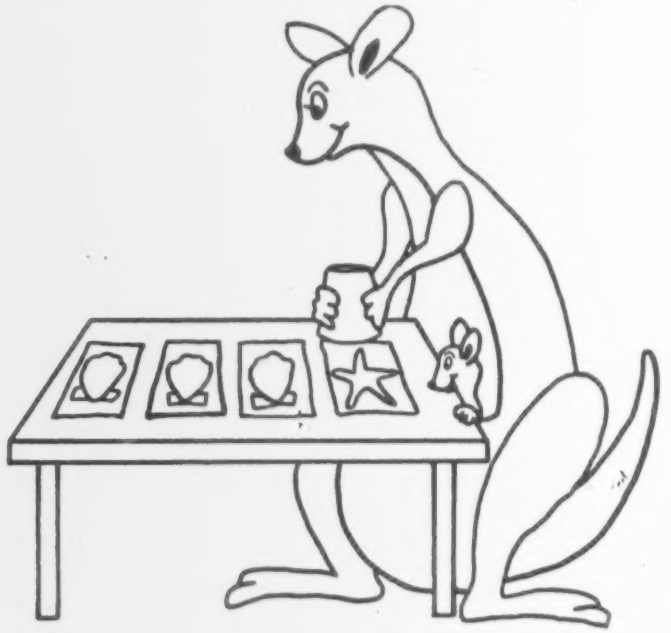
Subskill	Materials Needed	Center(s) Involved	Activities
matches identical pictures	animal dominos	language arts	Child selects one domino and places other dominoes so that identical pictures touch.
	face dominoes	language arts	Children identify differences in faces (smile, frown, nose, eyes) and place identical pictures touching.
	sorting box (can be made from shoe box with slots in top)	science	The child matches animal pictures and places the identical cards in the slot. Variations may include numerals, shapes, letters.
matches identical shapes	shape outline of blocks on block shelves	block	Replace blocks by matching blocks to shape outline.
	vegetables paint	art	Allow children to make vegetable prints with vegetables. After pictures are dry, allow children to match vegetables with prints.
	flannel board or magnetic board four basic shapes	language arts	Allow children opportunities to manipulate shapes and match them on the board.

Subskill	Materials Needed	Center(s) Involved	Activities
matches identical shapes	shape bingo	science	Child uses markers (beans, bottle caps) to cover shapes shown by teacher. Game ends when all shapes are covered.
	stringing beads (large and small)	manipulative	String same shapes together.
	cooking utensils pegboard contact paper	cooking	Children return utensils by matching them to outline shapes on pegboard.
	dishes silverware contact paper	dramatic play	Children return dishes and utensils to proper places by matching them to pre-cut shapes on shelf.
	shape dominoes	manipulative	Children start with two shapes, place only identical shapes touching. Expand to more shapes.
matches identical size	none	small group	Have each child match with another child the same size.
	children's shoes	small group	Have five children remove one shoe and experiment to match identical shoe sizes.
	several rulers of various lengths and several yardsticks	math	Have children match rulers (or yardsticks) of same length. Include metric measuring devices.



Subskill	Materials Needed	Center(s) Involved	Activities
matches identical symbols	newspaper advertisment (large lettering) felt tip markers	art	Given a letter card, the child will circle all matching letters in the advertisement. (Variation - match numerals.)
	two identical letters printed on shape then cut apart to form two-piece puzzle	language arts	Children match the two identical letters. Puzzle fit provides self - correcting activity. Vary in shapes (i.e., shamrocks, hearts).
	card with each child's phone number	math	Child will match his phone number by selecting identical card from a group of not more than three.
	familiar logos clipped from advertisements	language arts	Make pairs of logo cards and allow children to match.
	wooden letters letter cards (traced from wooden letters)	writing	Child places wooden letter on matching letter card. Begin with five upper case letters and cards. Other sets of five letters and cards can be substituted. As children gain skill, a larger number can be placed in center.

Subskill	Materials Needed	Center(s) Involved	Activities
matches identical symbols	two sets of name cards printed on sentence strips	transition activity	Give each child his name strip, then show names at random. As child matches name, he may select his first activity for worktime. Extension: use first and last names.
	name cards made by tracing wooden letters on sentence strip letters of name cut out	writing	Child uses name card prepared by teacher and places letter cutouts to match letters on cards. Extension: After using cards and letters successfully, letters not in name may be added for challenge. After using name puzzle cards extensively, child takes cutout name letters home.
	sentence strips	language arts	The teacher writes a word on the sentence strip (such as boat, cat, valentine, fall, pumpkin, etc.) with a picture of the object. She then writes the same word on another sentence strip. The child matches the word card to the picture word card. Extension: Match separate word cards to sentence (Ex. I love you).
selects the picture or object that is different	pumpkin cutouts	language arts	Presented with four pumpkins (three smiling, one frowning), one child selects the one that is different. Variation: Use other seasonal cutouts.

Subskill	Materials Needed	Center(s) Involved	Activities
selects the picture or object that is different	collection of seashells tagboard strips cup	science	After looking at four shells, the child will select the one that is different, covering it with a small cup. (Teacher makes a set of five cards, each having three shells alike and one different.) 
assembles simple puzzles	puzzles	manipulative	Provide a variety of puzzles (simple to complex) and change puzzles on shelf periodically.

Subskill	Materials Needed	Center(s) Involved	Activities

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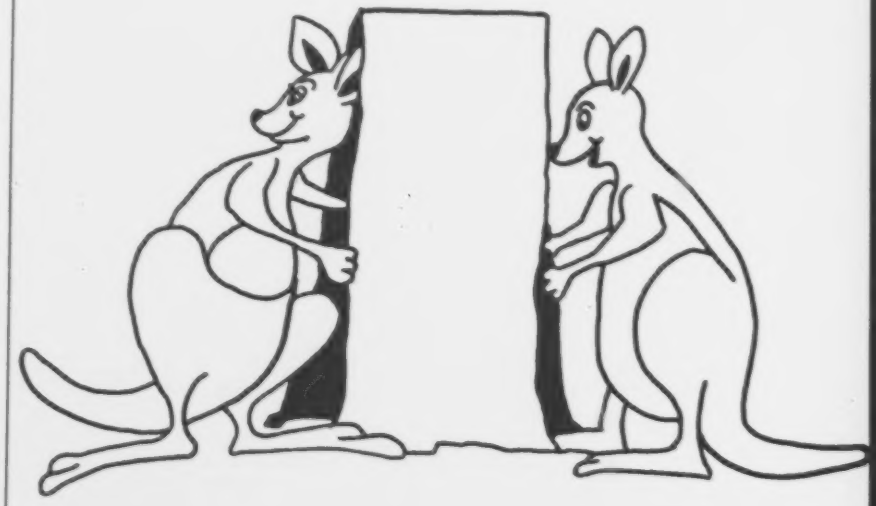
OBJECTIVE 5: The student remembers auditory stimuli

Explanation: The student recalls, after a brief lapse of time, the auditory stimuli that are presented. (The brief lapse of time will vary, depending upon the activity.) Stimuli might include sounds made by animals, people or objects and sound patterns. Demonstrations of auditory memory include activities such as repeating sounds made by animals, objects and people, repeating rhythmic sequences, counting how often a tone is heard, and repeating stories, rhymes, fingerplays, poems, and songs.

OBJECTIVE 5: REMEMBERS AUDITORY STIMULI

Subskill	Materials Needed	Center(s) Involved	Activities
repeats sounds made by animals, objects, people, etc.	tape recorder chart felt tip marker	outside listening center	Take a listening walk. Before leaving room, tell children they are to listen and see how many sounds they hear. Upon returning to the room have children repeat the sounds heard as teacher lists them on a chart. *Variation:* Take tape recorder on walk and let it run while you are walking. After children have discussed the sounds they heard, listen to tape. Do they hear other sounds? Which sounds are loudest? Softest? Tape can be left in center for independent listening.
	real objects that make sounds (i.e., clock, bell)	science	Allow children to experiment with objects and their sounds.
	none	music	Sing "Old MacDonald" song to produce specific animal sounds. Children repeat.
	none	group	Teacher makes familiar classroom sound. Child identifies sound (i.e., hand clap) and repeats.
	play telephones	dramatic play	After children have been exposed to their phone numbers through various activities, the teacher will dial and call out a phone number and ask "Who am I calling?" Child then repeats telephone number.
	language master language master cards with animal pictures and teacher-recorded sounds	listening	Child plays card, listens to sound and imitates sound heard.

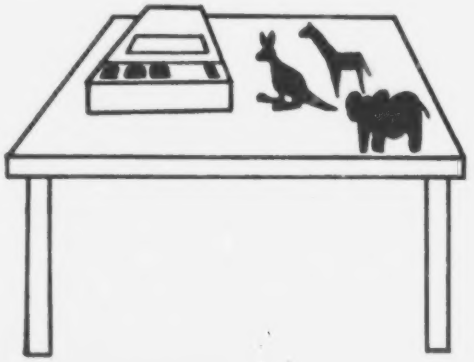
Subskill	Materials Needed	Center(s) Involved	Activities
repeats sounds made by animals, objects, people, etc.	some type of divider	language arts or outside	Play an echo game. One child stands on each side of a pretend mountain. First child calls across "the mountain." Second child must echo exactly what the first child said. 
	none	transition activity	Teacher whispers instruction to child such as skip to door, crawl to window, etc. Child then goes to another child and repeats directions. Then they both carry out directions together.

Subskill	Materials Needed	Center(s) Involved	Activities
repeats sounds made by animals, objects, people, etc.	none	music	Teacher sings melodic patterns for children to echo. For example: "Rain, Rain, Go Away" (typical child song). Words can be changed (i.e., Put your games away). *Extension:* Sol-mi — the international children's interval — can serve as a means to help children develop or compare short songs. After experimenting with and using the sol-mi interval, add *la*.

Subskill	Materials Needed	Center(s) Involved	Activities
repeats rhythmic sequences	none	small group	Teacher claps simple pattern such as clap-snap-clap-snap. Children echo pattern. Another type of rhythm is as follows: = tah = steady beat clap = ti-ti = beat divided evenly. Clap for each symbol (=) = tahah = hands clapped then held (=)
	tape recorder	listening	Teacher claps pattern, stops. Children clap pattern from memory. *Variation:* Have children create pattern for other children to echo. *Extension:* Lengthen pattern and vary pattern. Child creates his own rhythmic pattern, records, and plays back. Can clap along with tape.

Subskill	Materials Needed	Center(s) Involved	Activities
repeats rhythmic sequences	tape recorder	listening	The teacher records rhythmic patterns as follows: drum Record rhythm, then allow one minute of silent tape time. Then name which instrument was used to create rhythm. bells Record rhythm, then allow one minute of silent tape time. Then name which instrument was used to create rhythm. sand blocks Record rhythm, then allow one minute of silent tape time. Then name which instrument was used to create rhythm. Child plays tape, selects correct instrument and repeats rhythm. After pause in tape, the recording tells which instrument was used, serving as self-correcting game.
counts from 1-10 by rote	none	math	Children all face front of room. Marching in place, the children count to 10. On count of ten, children turn and face back of room. Start back on count of one and count to 10. Vary actions — such as clapping.
	none	music	Sing song with rote counting (Ex.: "Ten Little Indians").

Subskill	Materials Needed	Center(s) Involved	Activities
repeats nursery rhymes, fingerplays, poems, songs, etc.	none	group time, listening	Children repeat fingerplays, songs, and poems. May play "Name That Tune" or "Name That Fingerplay." Teacher hums tune or makes motions of a fingerplay and children guess which song, poem or fingerplay it is. They then repeat to the group. (See "Poems and Fingerplays" in *Early Childhood Education in South Carolina*, pp. 113-117.)
	none	transition activity	Teacher reads a birth date. Child recognizes birth date as his own, repeats it and goes to lunch.
	none	transition activity	Teacher reads children's addresses. Child recognizes his own address, repeats it, and goes to playground.
	jump rope	outside	Allow children who are able to jump rope to vary their movements and verbalize, using jump rope chants.
	tape recorder tapes	music	Allow children opportunities to sing familiar songs along with tape recording.
recalls source of sounds	tape player	music	Play tape of various instruments. Child is to identify instrument played.
	none	language arts	"Who's knocking at my door?" One child is blindfolded, another knocks and says, "Someone is at your door." The blindfolded child tries to guess who is at the door. *Variation:* Child can use holiday phrase, such as trick or treat, Merry Christmas, etc.
	bone	group	One child places bone under chair and sits with back to class. Selected child tiptoes up and snatches bone and says, "Doggie, Doggie, who's got your bone?" Child responds by identifying bone snatcher's voice.
	two sets of identical instruments screen	music	One child plays an instrument and second child selects same instrument and repeats pattern played.

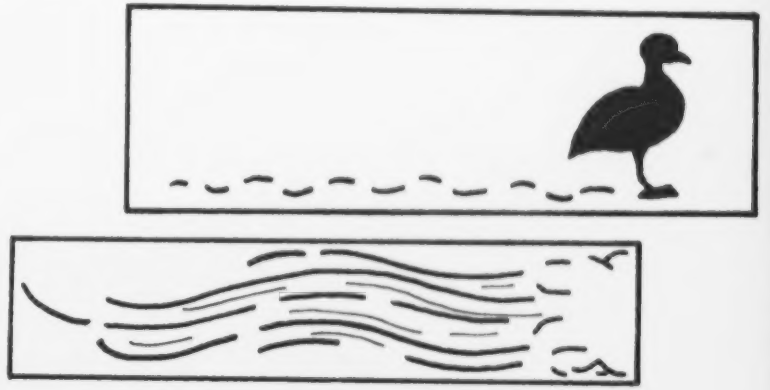
Subskill	Materials Needed	Center(s) Involved	Activities
recalls source of sounds	taped sounds of animals animal crackers	listening	Child chooses cracker to eat which corresponds to animal sound. 
	zoo or tape of animal sounds	field trip to zoo or listening center	Identify animals by sound.
	tape recorder	listening center	Record voices of different children. Play "Who do you hear?" Teacher plays recorded voices and lets child guess who is speaking on recorder.
	tape recording of household sounds (Ex.: shower, doorbell)	language arts	Identify household sound heard. Child can identify verbally or choose picture of object making sound.

Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 6: The student determines likenesses and differences in auditory stimuli

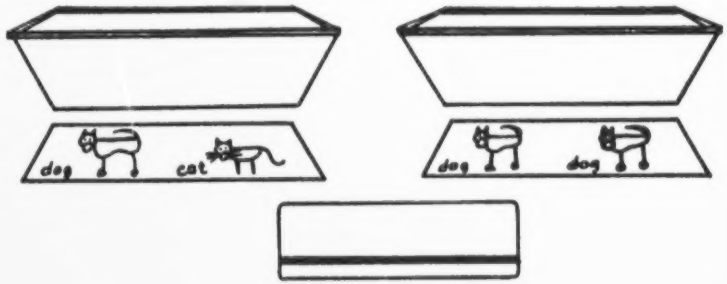
OBJECTIVE 6: DETERMINES AUDITORY LIKENESSES AND DIFFERENCES

Subskill	Materials Needed	Center(s) Involved	Activities
matches sounds made by objects, animals, people	language master language master cards with animal sounds	listening	Child plays four language master cards, each with one animal sound (two of which are the same). Child then matches the two cards that are the same and checks color coding on back of cards to check work.
	screen household objects (pans, egg beater, egg timer, etc.)	science	One child behind screen makes two distinct sounds, using the same or different objects. Second child tells if they are the same or different.
	none	music	Teacher leads game of "Sing as I Sing" with children matching voice tones using scale syllables (do, re, mi) as presented by teacher.
matches sound based on rhythmic patterns, pitch, volume	record player and record or piano	music	Children respond and move as music "tells them to move," such as skipping, jumping, marching, etc.
	record record player	music	Using a familiar song such as "Rig-a-Jig-Jig," ask children to listen for rhythmic pattern that repeats. Sing the song.
	one object	small group	Children are seated in a circle with hands behind their backs. Designate one child to leave the room. One child holds an object behind his back. First child returns and children hum loudly when the child who is "it" is near to the child with the object and hum softly when far from the object.

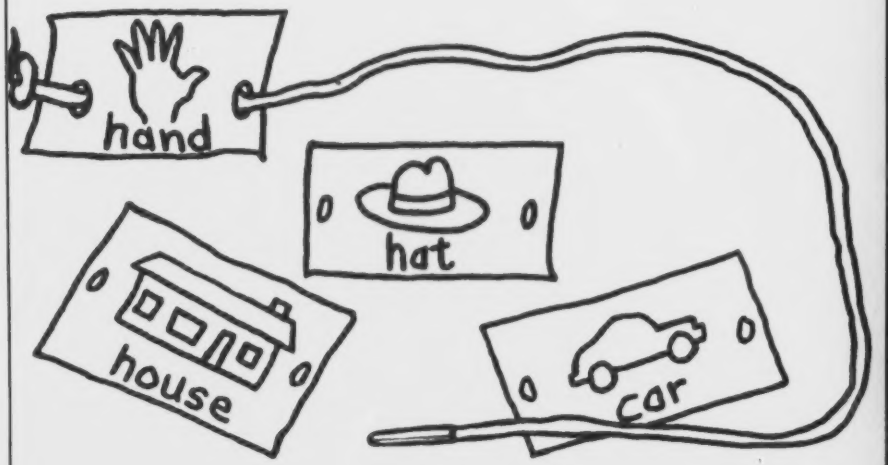
Subskill	Materials Needed	Center(s) Involved	Activities
matches sound based on rhythmic patterns, pitch, volume	sound story cards	music	Allow children to create sound stories with their voices. Make sound story cards which show changes in pitch that represent what is pictured on the right end of the card.  A child may be invited to sing the story using the voice on the same pitch, moving upward, or moving downward. The class may echo the child's song story and decide if it matches the picture.
	nursery rhymes	small group or language arts	Teacher will assign high and low voices in various nursery rhymes, after children are familiar with the rhyme or story. (Ex.: Low voice - "Pussy cat, pussy cat, where have you been?" High voice - "I've been to London to see the Queen." Group will then repeat entire rhyme, using the appropriate voices.)

Subskill	Materials Needed	Center(s) Involved	Activities
matches sound based on rhythmic patterns, pitch, volume	sing with loud and soft notes	music	Child is asked to make larger movements when the sound (music) is loud and to make smaller motions when the sound is soft.
	rhythm instruments record player "Parade" record	music	Children listen to and participate in a parade, using rhythm instruments. This helps in understanding that sounds may be soft because they are far away and loud because they are near. Follow up by listening to record of "Parade," *Divertissement (Adventures in Music).*
	bells small screen	music	One childs sits behind a screen and makes two bell sounds (same or different) and second child indicates same or different by showing correct picture card. The picture cards may be constructed like small paddles to be held up easily.

Subskill	Materials Needed	Center(s) Involved	Activities
matches sound based on rhythmic patterns, pitch, volume	song	music	Using the following short song, the children jump low for low sounds and high for high sounds or let their hands jump low or high.
	step bells beater to hit bells	music	Allow children to experiment with sounds to discover that high sounds may be loud or soft and that low sounds may be loud or soft. Using index cards with two printed words (may add picture cues), the child plays the following pairs. (Teacher will introduce words in small group meeting before putting this activity in music center.) loud soft loud loud soft soft soft loud

Subskill	Materials Needed	Center(s) Involved	Activities
recognizes words that sound the same or different	language master language master cards with two words on each	language arts	Child sorts cards (picture-cued) into two baskets according to whether the two words on language master cards are alike or different. (i.e., ship, skip; blue, blue; car, hat) 
	none	transition	Teacher says two words (same or different); each child in turn identifies whether words are same or different as they go to next activity.
matches words that rhyme	greeting cards rhyming word pictures	art	Paste pairs of rhyming word pictures on back of greeting card. Cut in half. As children match rhyming word sets, the completed greeting card picture supplies the self correction. *Variation:* Use beginning sound, ending sounds, etc. May use seasonal greeting cards.
	none	language arts	Teacher says a list of words which all rhyme except one. Child remembers and repeats the one that is different — the one that does not rhyme.

Subskill	Materials Needed	Center(s) Involved	Activities
matches words that rhyme	ball	small group	Teacher stands in center of circle with ball; teacher says one word as ball is thrown to child; child responds with a rhyming word as he throws ball back to teacher.
	tape recorder teacher-made tape	listening	Child claps when two given words rhyme.
	story: *One, Two, Buckle My Shoe*	book	After reading book, allow opportunities for children to "picture read" story on their own.
matches sounds at beginning of words	suitcase or suitbox real objects or pictures	language arts	Children pretend to go visiting to Sally's and must select five things, beginning with the "s" sound, to pack. *Variation:* May change beginning sound by changing person to be visited.
	index cards and pictures	art	Children make pairs of picture cards with same beginning sounds. Note: Teacher color codes back of cards to allow self-correction. Children then play matching games, sharing their cards.
	none	small group	Children are seated. Teacher says two words. If words start with same beginning sounds, children will stand. If beginning sounds are different, children will stay seated. *Variation:* rhyming words.

Subskill	Materials Needed	Center(s) Involved	Activities
matches sounds at beginning of words	picture cards (approx. 2" × 3") with a hole on two sides of card	language arts	Tie a bead on one end of a piece of yarn. Children string together pictures that begin with the same sound. A variety of cards should be available to select from. (Ex.: three "m" sound pictures and one "t" sound picture) Pictures can be color-coded on back and can correspond to the color of the yarn. Use a different color yarn for each sound. Add sounds and number of cards as children become more proficient. 
	old magazines old catalogs scissors glue index cards	art	Cut two pictures from old catalogs or magazines with the same beginning sound and glue on an index card. Cut index card in half so that it forms a puzzle shape so that the two pieces will interlock as a self-checking process. (No two cards should be cut in half the same way.)

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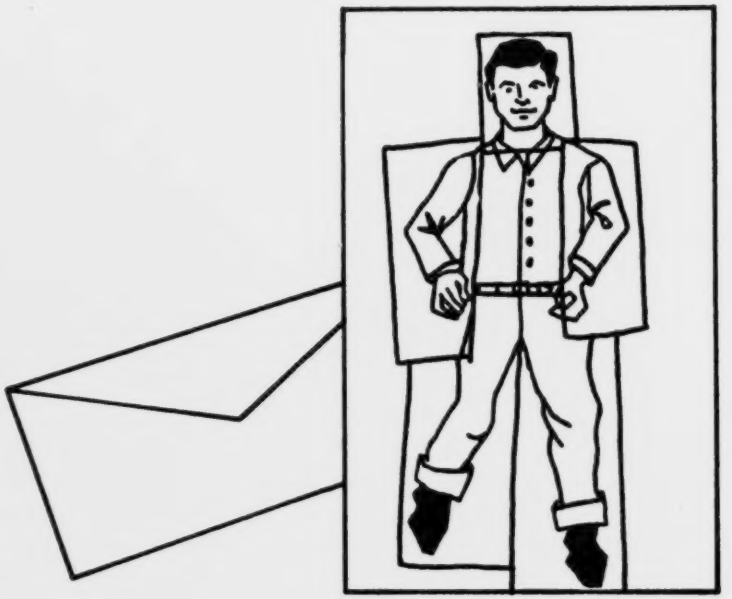
Subskill	Materials Needed	Center(s) Involved	Activities
matches sounds at beginning of words	none	transition	As children are going to cubbies to get coats, allow each one to say their name and a word beginning with the same sound. (Ex.: "My name is Kevin, I like a kangaroo.") Variation: Today everyone must use animals. The next day, may use last names. "My last name is Grant and I like goats."
	magic marker child's hand	language arts	Teacher draws a face on each child's thumb and forefinger to make "magic mouth". Each child's mouth talks to the group about any sound he selects and words which begin with his particular sound.
	none	language arts	Teacher says several words all of which begin with the same letter except one (for example, "man, mouse, hat, moon"). Child identifies the one that is different.

Subskill	Materials Needed	Center(s) Involved	Activities

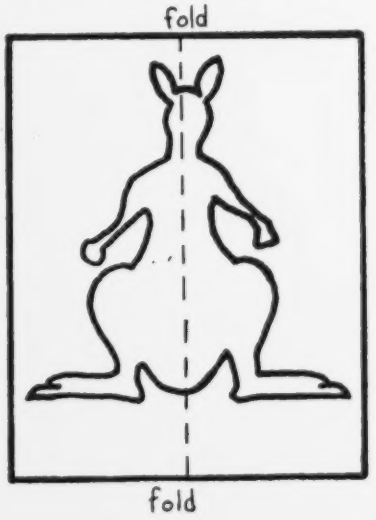
OBJECTIVE 7: The student communicates with others by using expressive language

OBJECTIVE 7: EXPRESSIVE LANGUAGE

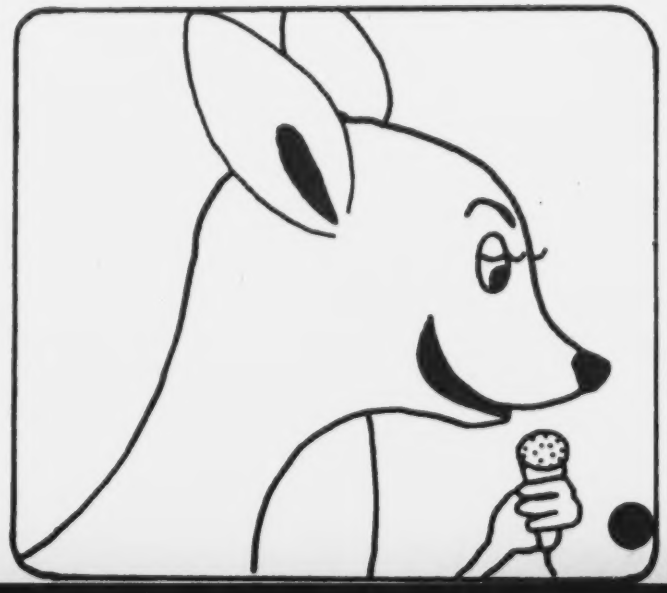
Subskill	Materials Needed	Center(s) Involved	Activities
names: colors, parts of body, people, animals, food, objects, days of week, sounds, seasons, occupations, letters, numerals, coins, textures.	colored beads	math	Children make patterns with colored beads and tell others about their pattern. "My pattern is red, blue, blue". Other children may then copy the pattern.
	books	book	Teacher reads books about color to small groups or individuals. (Ex.: *The Color Trumpet*, *The Day the Crayons Talked*, *Brown is a Beautiful Color*, *Green Eggs and Ham*, *Brown Bear, Brown Bear.*)
	magazine pictures poster board laminating materials	science	Use magazine pictures on poster board to make people puzzles. Laminate and cut into pieces and place each puzzle in a separate envelope and label. Allow children to assemble puzzles and discuss body parts.



Subskill	Materials Needed	Center(s) Involved	Activities
names: colors, parts of body, people, animals, food, objects, days of week, sounds, seasons, occupations, letters, numerals, coins, textures.	sponge felt leather burlap a cork mesh velvet cheese cloth cotton outline form of tree on poster board	science	"Touch Tree". Have tree posted on wall and attach textures on branches. Allow children to touch and feel the tree, describing the textures.
	poster board paper clips magazine with clothing pictures scissors paste	group time language arts	The teacher cuts a hole in poster board the size of a child's face. The children paste on another sheet of paper the clothes they would wear for a certain season. The children then come up in group time or small groups, clip their pictures onto the poster board and place their faces in the opening, one at a time. All tell what they are wearing.
	box covered in decorative contact paper with large sock attached to opening of box	science	Child reaches into box and touches a particular object. He is then encouraged to describe what he feels. (He has been previously exposed to terms such as hard, soft, etc., through stories, conversation, demonstration.)

Subskill	Materials Needed	Center(s) Involved	Activities
names: colors, parts of body, people, animals, food, objects, days of week, sounds, seasons, occupations, letters, numerals, coins, textures.	large piece of paper magic markers bean bags	math, art	Trace around the child's body on the paper. Fold it down the center. Identify two sides of the body, recognizing duplication of parts. Child can count two arms, two legs, two feet, two hands, two ears. Variation: Toss bean bag and name the part it touches. 
	language master teacher-prepared cards	language arts	Using teacher-prepared zoo animal cards, the child will insert the card into the machine. (Later add animal name to animal sound card.) The child sees the picture and hears the animal's name. He will then repeat the animal's name. Variation: This type of activity can follow a field trip or a specific unit of study such as: the farm, the bakery, the state fair, community helpers, colors, shapes, textures, foods, body parts, coins, numbers and letters.

Subskill	Materials Needed	Center(s) Involved	Activities
names: colors, parts of body, people, animals, food, objects, days of week, sounds, seasons, occupations, letters, numerals, coins, textures.	ball	small group	Children roll ball to each other. Child who catches ball responds with his name, a color he's wearing, etc.
initiates verbal communication	puppet stage puppets	language arts	Children are allowed to use puppets and create their own dialogues.
	old TV case or teacher-made TV from box toy microphone	dramatic play	Children are encouraged to be sports announcers, newscasters, weathermen, actors, dancers, singers, using television props.



Subskill	Materials Needed	Center(s) Involved	Activities
initiates verbal communication	paper art supplies	language arts	Allow opportunities for children to tell about their favorite recipes and compile a cookbook of child-dictated recipes. Teacher records each child's recipe, child illustrates, and then a book is compiled. Copies may be made for parents.
	pictures tape	small group	"Guess What" game - Teacher places a picture of a food on a child's back. The child does not see the picture. Other children give the child clues to help the child guess the food pictured on his back.
	objects from home	small group	Have children bring round objects from home to "show and tell". Variations: bring objects that make a sound, bring metal objects, etc.
	prop boxes occupational costumes	dramatic play	Children dress up and dramatize doctor's office, beauty parlor, train station, etc.
relates personal experiences	pancake mix eggs milk oil griddle hot plate bowl mixing spoons measuring cups butter syrup paper plates plastic forks	cooking	In small groups (approximately six children), let each child do one step in making the batter. (Ex.: one child measures the milk, one child cracks the eggs, etc.) Each child pours his batter on the skillet and turns the pancake. At total group time, the children talk about what they did, specifically discussing the five senses involved in making the pancakes. Read *Pancakes Are Round*. Vocabulary: aroma, delicious, stirring, sizzling.

Subskill	Materials Needed	Center(s) Involved	Activities
relates personal experiences	none	small group	Child brings paper bag with object from home. The contest is "my secret". The child is encouraged to give clues to the class who take turns guessing the contents of the bag. The child may bring objects relating to the "instruction unit" of the week.
	tape recorder blank tape jack - o - lantern	science	The teacher provides the cut jack - o - lantern prepared previously by the class. The tape recorder is turned on. Each child feels the jack-o-lantern and describes the color, texture, how it feels, and the expression on its face. They may also tell about the size and shape. Later the teacher plays the tape so that the whole class can listen to the descriptions. Variations: May use a circus poster, a pet, an art object, etc.
	tape recorder blank tape	music	Allow child to record a song about himself or herself on the tape recorder.
	tape recorder unit blocks	block	Place the tape recorder in the block center while children are working. Allow children to play back and listen.
dictates personal experiences for teacher to record in written form	two sheets of 11½ × 18 paper	sand table	Take a preassembled book to sand table and encourage child to dictate a story about his play. To assemble books, sew or staple down center of two sheets and fold. Special attention does not to be given to covers. Variation: Use in other learning centers.

Subskill	Materials Needed	Center(s) Involved	Activities
dictates personal experiences for teacher to record in written form	birthday book	art	Each child who wishes may draw a picture for the birthday child. Children are encouraged to show their pictures to the birthday child and dictate a story which the teacher records. The story pictures are compiled into a book which is presented to the birthday child and read to the child. Variation: This type of story book could be made for a child who has an extended illness or as a thank you note to someone who has provided a special experience for the class.
	teacher-made books	writing	Allow children to ask the teacher to write "their words". Some children may then wish to copy the teacher's writing into their own books. Others may wish to illustrate their story.
87 uses descriptive language	none	small group	"Look at Us" - Assemble group of children and ask two children to come to the front of the group. Ask other children to look at the two children in front and tell how they are alike, then how they are different.
	bananas hotplate pan water	cooking	Child watches as unpeeled banana cooks in hot water for ten minutes. Cool, peel and spoon soft banana into paper cup. A small amount of milk may be added. Discuss changes in texture and color.
	pine cones paint paper	art	Use pine cones collected by children and allow children to handle and discuss details of the cones. Use pine cones or pieces to apply paint to paper.
	magazines paper paste scissors	music	Child selects a magazine picture and makes up a song about the picture.

Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 8: The student is receptive of language in communicating with others

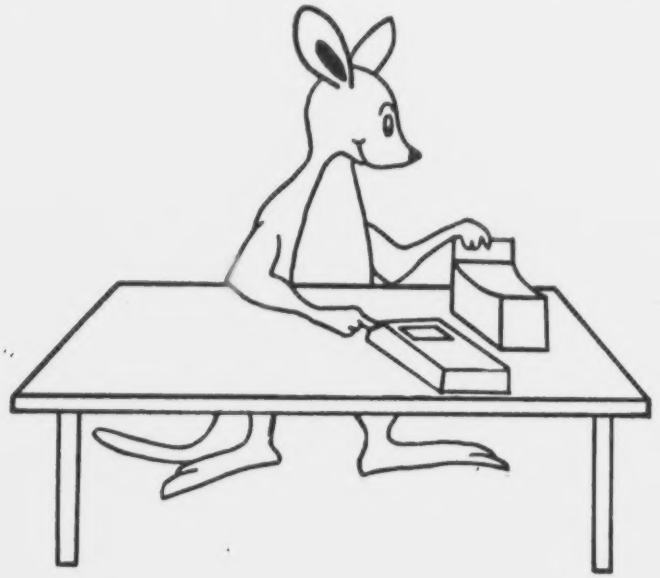
OBJECTIVE 8: RECEPTIVE LANGUAGE

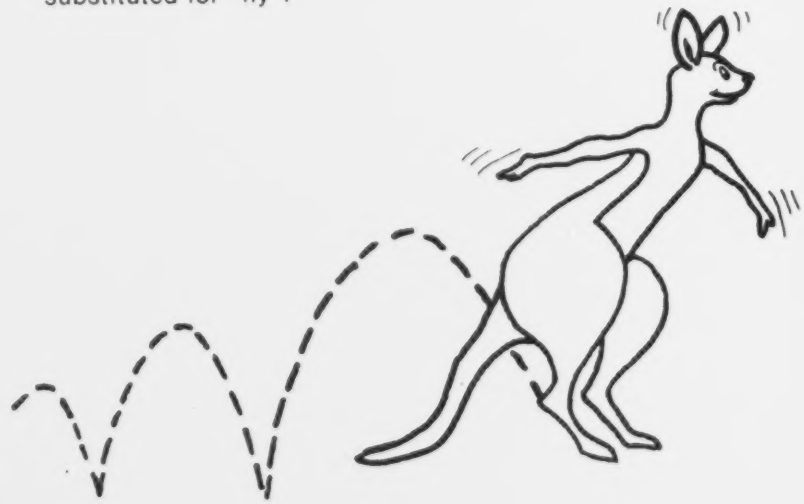
Subskill	Materials Needed	Center(s) Involved	Activities
listens and responds to the conversation of others	none	any center, lunchroom or playground	Allow time for informal conversation to occur during daily activities.
	dress - up clothes Easter baskets Easter eggs bunny hats	dramatic play	Place the dress-up clothes, Easter baskets, eggs and bunny hats in dramatic play center. Encourage children to role play about the visit of the Easter bunny. Variations: This can also be used with other holiday props such as: Halloween costumes, pilgrim hats and paper bag turkeys.
	fish aquarium	science	Allow time for the teacher and child to converse about the fish in the aquarium. The teacher should facilitate the discussion allowing each child to participate.

Subskill	Materials Needed	Center(s) Involved	Activities
listens to and makes comments about a selection heard	book - *Make Way for Ducklings*	book	With one child on each side, the teacher reads the book, pausing after completing the story to allow children the opportunity to make spontaneous comments about the story.
	book - *Over In The Meadow*	small group	Read the book frequently, until every word in the story is familiar to the children. Then reread the story and miscall a name, observing the children's reaction to "the mistake". Gradually change whole paragraphs or the sequence of happenings. When the children become alerted to the challenge to their listening, they delight in the game.
	symphony recording (i.e., Bach's "Air for G String" or Shostakovich's "Ballet of Unhatched Chicks"	music	Provide opportunities for children to feel what the music (or composer) is saying. Select some favorite instrumental compositions and play them for the children. Discuss what the music seems to say, how it makes one feel and that music may not make us all feel the same way. Follow up by allowing children to respond to music through movement.
listens to and follows directions	cubical counting blocks	math	While working informally with a child, ask him to put all the red blocks in a row, blue blocks on top of one another, etc.
	blocks animals trucks	block	Teacher gives oral directions to student, such as "Park the dumptruck beside the block shelf".
	songbook	music	Children follow directions in songs such as "Hoki Poki".

Subskill	Materials Needed	Center(s) Involved	Activities
listens to and follows directions	rhythm sticks	music	Direct children to play rhythm sticks during "nick, nack, paddy wack" part of "This Old Man" song.
	cubical counting blocks and teddy bear counters	math	Teacher gives oral directions such as "put a red teddy bear on a blue block". Give longer directions after a child masters simple instructions. (Make this type of activity into a game rather than a drill.)
	chair table blocks	block center	The teacher sets up an obstacle course and gives oral directions to lead the child through the course. (Ex.: "Go over the chair, crawl under the table, go between the blocks.") Visual cues could be added to aid some children. Directions may be tape recorded for a later experience.
	none	gym	"Simon Says" - Children take turns being "Simon" and giving directions for others to follow.
	old flat bicycle innertubes	outdoor or indoor	Children respond to instruction such as: walk forward; walk backward around the tube; walk inside; walk outside; etc. Instructions could be taped for later use and children could work independently.

Subskill	Materials Needed	Center(s) Involved	Activities
listens to and follows directions	book and cassette - *The Circus Baby*	listening	Allow the child to listen to taped story and follow it in a book. Following the center activity time, the child may volunteer comments about the story during a small group meeting where children share their work. (Only after hearing the teacher read the story should children use the book independently in the listening center.)
	book - *Curious George*	small group	Read story to several children and allow time for children's comments.
	filmstrip and cassette - *Curious George*	small group	Show filmstrip presentation of book and allow group to share their comments and reactions. Follow up by placing materials in listening center for individual viewing and listening.



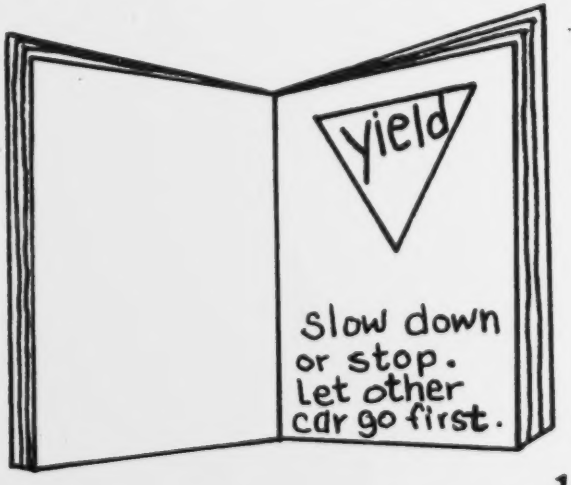
Subskill	Materials Needed	Center(s) Involved	Activities
listens to and follows directions	none	group	"Animals Fly" - The leader says the name of any animal such as "Crows Fly". For every animal which does fly, the group makes the appropriate motions. If the animal named does not fly, the group does nothing. Variations: movements such as crawl, swim, hop, etc., may be substituted for "fly". 
	none	transition activity	The teacher gives a series of specific oral directions to small groups of children as they leave for home. (Ex.: "Go put on your coat, pick up your newsletter, and go to the door".)
	none	group	"Mother May I?" - Child moves according to directions given by leader, after remembering to ask, "Mother May I?"

Subskill	Materials Needed	Center(s) Involved	Activities

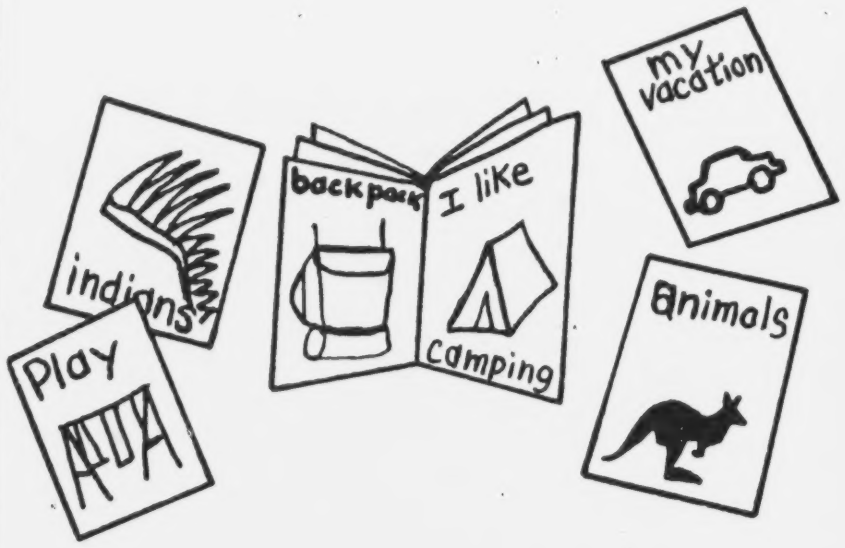
OBJECTIVE 9: The student expresses an interest in language

OBJECTIVE 9: EXPESSE[S] INTEREST IN LANGUAGE

Subskill	Materials Needed	Center(s) Involved	Activities
asks meaning of words	newspaper and/or magazine clippings	language arts	What's in the News - Bring in stories from newspapers and magazines. This will stimulate discussion and encourage the children to ask about new words. Paste these sequentially in a large 18" × 24" chart tablet and label by month.
	zither	music	Introduce a zither for discussion and place in the music center for experimentation. Write the new word "zither" on sentence strip and place in the center.
	variety of objects to measure rulers	science	Introduce measuring words such as long, short, measure, inch, ruler, centimeter, etc. Allow child to experiment with the materials. (Include an introduction to the metric system.)
	pictures or photographs of road signs	language arts	Use pictures or photographs of familiar road signs. Place these on bulletin board. Children will recognize some immediately and ask about others. Follow up by placing collected pictures in scrapbook with space for "meanings" dictated by children.



Subskill	Materials Needed	Center(s) Involved	Activities
asks to have story read	book - *Caps for Sale*	book	Following initial reading of book, plan time for children to ask for book to be read again.
	books	book	Teacher is available in book center to read books upon children's request.
	books	book	Ask older school students to visit classroom and read to kindergarten students.
looks at pictures in books	books	school library	Allow children to look at books and select one book to borrow.
	none	public library	During field trip to the public library, children meet the librarian, look at books, and hear a story read.
	crayons paper	art	Children make their own picture books with their drawings.



Subskill	Materials Needed	Center(s) Involved	Activities
looks at pictures in books	picture collections or book of noted art works	book	Children look at art book.
	songbook	music	Allow children to look at pictures and songs.
exhibits interest in language	tape recorder	listening	Children create nonsense rhymes, words and/or songs.
	typewriter name cards photographs	writing	Children use name cards with attached photographs to type the names of their classmates. Variation: Photographs and word cards of objects in classroom, buildings in community, cars, etc.
	songbook with foreign language songs	music	Teach songs with foreign language lyrics such as "Frere Jacques".
shares books with class	books	school library	Establish regular library visits and allow children to share selected books with the class.
	books from home	book	Allow children to bring books from home to tell or read to other children.
	none	book	Ask first grade student to visit and read his favorite story to a small group or individual.

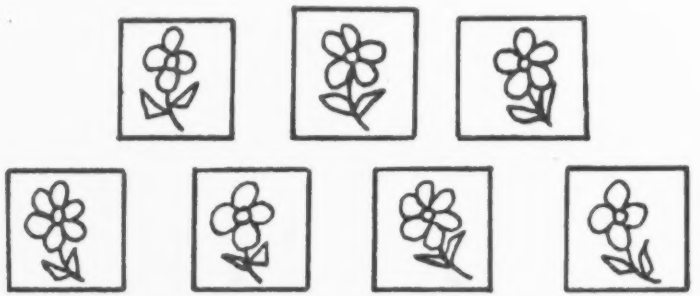
Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 10: The student classifies stimuli on the basis of one or more attributes

OBJECTIVE 10: CLASSIFIES (BASED ON ONE OR MORE ATTRIBUTES)

Subskill	Materials Needed	Center(s) Involved	Activities
classifies objects by one attribute using color, size, shape, etc.	paper plates set of objects or paper scraps in six basic colors	art science	Allow children to color surface of six paper plates (six different colors). Children then sort objects or colored paper scraps by placing on matching paper plates.
	flannel board shapes	small group	Allow children ample opportunities to sort shapes into their own groups. Later they are directed to sort shapes into teacher determined groups (i.e., all circles, all red shapes, etc.).
	nine cups cheesecloth rubber bands onion vinegar lemon cotton balls	cooking	Place three pieces of onion, three lemon slices, and three cotton balls soaked with vinegar each into separate cups, cover with cheesecloth, and secure with rubber bands. Children classify sets by smell. Extensions: 1. Increase difficulty by adding other items. 2. Add picture cards or real items for children to match to classified sets.

Subskill	Materials Needed	Center(s) Involved	Activities
classifies objects by one attribute using color, size, shape, etc.	buttons egg cartons	manipulative	Separate large, medium, and small buttons into egg cartons.
	plastic eggs (3 colors)	math	Sort eggs by color into three cartons; count number by each color. Extension: Increase number of colors and egg cartons.
	pine cones or other collections (shells, cans, rocks, etc.)	science	Collect pine cones or other objects and have children sort by size.
	none	transition activity	Move children to next activity by saying "All children with blue shoes may go outside" or "All children with red shirts can go to the choice board" or "All girls with square name tags may wash their hands."
	teacher-made picture cards of flowers	math	Sort all picture cards with same number of petals on each flower. (Cards should be simple line drawings.)



Subskill	Materials Needed	Center(s) Involved	Activities
classifies objects by one attribute using color, size, shape, etc.	sandpaper of assorted textures	woodworking	After working with wood and distinct grades of sandpaper, the children will return the sandpaper to separate containers by classifying texture.
	unit blocks	block center	During clean-up time, the student classifies different shapes and sizes of blocks by stacking them on shelves in a designated area. The space for different shapes of blocks may be designated by placing contact paper outlines of each block shape on the shelves.
	large wooden beads (different shapes and colors) string	manipulative	Allow children to experiment with stringing beads. They will often create their own groups using two attributes (i.e., blue squares).
	containers different size nails	woodworking	Allow children to mix different sized nails and sort according to size and shape into containers.
classifies objects by more than one attribute	leaves containers for sorting	science	After a nature walk to collect leaves, ask the children to sort the leaves. Each child's classification is accepted.
	sample colors obtained from paint store containers for sorting	manipulative	Teacher gives the child a box of chips containing shades of two colors. The child will work to find all the shades of blue. Extension: Later this may be extended to three or more colors.

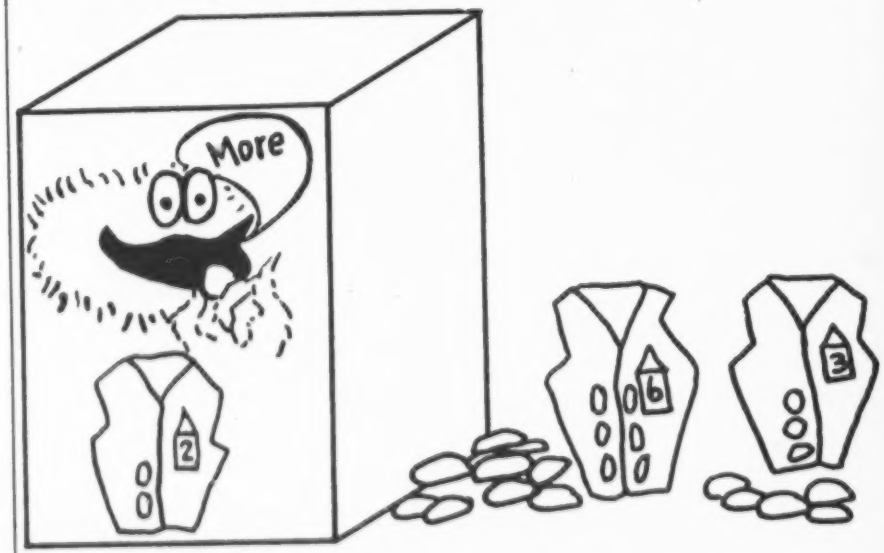
Subskill	Materials Needed	Center(s) Involved	Activities
classifies by function and/or relationship: objects, foods, animals, people, etc.	containers crayons pencils felt tip markers	art	Provide appropriate number of containers so that children will be able to classify crayons, pencils, and felt tip markers as they return them to the art shelf.
	plastic fruits and vegetables two containers	dramatic play	The child sorts foods into groups of fruits and vegetables. An adult will join the housekeeping and initiate this activity. Variations: sorting silverware, dress-up clothes.
	magazines scissors containers for sorting	art	Provide magazines and ask children to find pictures of things that people hear and then cut them out. A scrapbook of these things may be constructed. Variations: Pictures of things made of wood, pictures of blue things, pictures of animals or cars.
	magazines scissors paste	art	The child cuts and pastes pictures of toys on paper to make a scrapbook. Variations: tools, clothing, foods, furniture, vehicles.
	pictures of animals and habitats (farm, zoo, or jungle)	science	The child sorts the pictures according to where the animals live. Variations: classify according to movement or body covering, such as feathers, scales or fur.
	apples, bananas, carrots, celery, pictures of each	cooking	Children taste small slices and classify corresponding pictures as fruits or vegetables into labeled baskets.
	can opener and can egg beater and bowl soap and wash cloth scissors and paper	science	From a collection of all listed objects, children classify items by their relationship to each other. Vary activitiy by adding several objects which have no relationship to any other objects.

Subskill	Materials Needed	Center(s) Involved	Activities
classifies by function and/or relationship: objects, foods, animals people, etc.	pictures and plastic foods baskets with food groups labeled	science	In a small group introduce the four basic food groups (fruits/vegetables, meat/eggs, dairy products, grain/cereal). Allow children to place the previously discussed foods in appropriate baskets. Completed activity may be left in science or housekeeping areas.
	book jackets pictures tabs	language arts	After collecting book jackets, make a file with tabs containing pictures of major concepts (dogs, holidays, etc.) for children to use in making picture book selections. After making a book selection, the child will return the picture to the appropriate file.
	tub of water floating and non-floating objects two pie pans	science or water play	After experimenting with objects, the child will classify objects into one pan for sinking, one pan for floating.
	pictures of musical instruments 4 containers	music	Children classify pictures into instrument families -- brass, woodwind, strings, percussion.
	rhythm band instruments 3 containers	music	Children classify rhythm band instruments into 3 categories — those that are played by striking, shaking, scraping. Children place instruments in three containers.

Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 11: The student compares stimuli on the basis of one or more attribute(s)

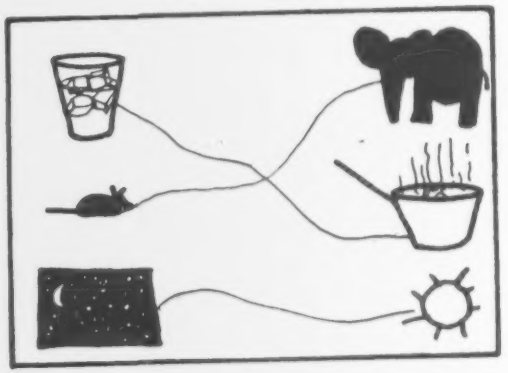
OBJECTIVE 11: COMPARES (BASED ON ONE OR MORE ATTRIBUTES)

Subskill	Materials Needed	Center(s) Involved	Activities
compares quantities: more than, less than, same as	shoe box felt construction paper	math	Using a teacher-made cookie monster, changeable vests with buttons, and construction paper cookie shapes, the child will feed the monster. Because the cookie monster always says "more cookies," the child will always feed him one more than his vest buttons indicate  Make cookie monster shape and changeable vests of felt or flannel. Variation: Make this activity self-correcting by placing a handkerchief shape in a vest pocket. Child pulls out "hankie" and checks number of dots.
	bottles rubber bands funnel small pitcher	water play	Child fills first bottle to rubber band line that has been glued in place. Child then fills unmarked duplicate bottle to equal first bottle.

Subskill	Materials Needed	Center(s) Involved	Activities
compares quantities: more than, less than, same as	pan balance scale 2 one-cup plastic measuring cups 2 half-cup measures 4 quarter-cup measures 3 one-third measures scoop	sand	Children experiment with sand and containers comparing weights and measurements. Variation: Also experiment with metric measures.
	pan balance scale hickory nuts acorns	science	Children balance scale by placing nuts of one kind on one pan and another kind on the other pan. When pans are balanced, children compare sets of nuts by counting which pan has more and which has less. Variation: Use kitchen tongs to put nuts on scale.
	two identical lengths of rope with ten knots in each (knots close together on one rope, far apart on another)	outdoor	Ten children hold onto knots on one rope, ten others on other rope. Note position of children along each rope and count number of children arranged on each rope.
	pancake batter ingredients electric frying pan	cooking center	Teacher pours each child 2 pancakes. One will be approximately 3" in diameter. One will be 5-6" in diameter. Just prior to flipping, add 5 blueberries distributed evenly across each pancake. Finish cooking pancakes. The teacher asks the learner, "Do the pancakes have the same number of blueberries?" If an incorrect response is given, teacher asks, "Which pancake has more?" After counting the blueberries in each pancake, the learner tops the pancake with honey and has his snack.
	sand water containers of varying sizes	sand and water table	Children will experiment by filling 2 different containers with sand or water. By holding one in each hand, the child will determine which is heaviest and which is lightest.

Subskill	Materials Needed	Center(s) Involved	Activities
compares two objects by length, weight, height, size, shape, distance	string blocks	block	Child uses pieces of string to lay out a simple design on the floor. Child then uses blocks to create structure on floor design, comparing needed blocks to string length.
	blocks	block	Children measure distances in classroom (i.e., sink to door), using blocks as the unit of measurement. Count number of blocks used. Chart distance by recording number of blocks used.
	large chart tablet	language arts	Children take a walk to front of school and observe and discuss things that are near and far from school. Return to room and make two charts, one listing near things seen and another listing far things. Extension: Also discuss near and far things heard.
compares two objects by length, weight, height, size, shape, distance	flannel board cutouts tape recorder	math	Child places tree cutout on flannel board. Child will place cutouts according to taped directions. Example: Place star near tree, place orange square far from tree, etc.
	rhythm instruments fabric scraps with varying textures and patterns	music	Child choses and examines a scrap of material. The child then selects from a group of rhythm instrument(s) whose sound best depicts the pattern or texture of the material scrap.

Subskill	Materials Needed	Center(s) Involved	Activities
compares two objects by length, weight, height, size, shape, distance	one potato per child equal arm balance paper pencil basket or box	all centers	Pet Potato - Distribute one potato to each child and have him thoroughly examine his "pet potato". The child keeps his potato with him throughout his center time. Potato activities could include: story dictation with potato, tracing the shape of his potato, counting the "eyes", measuring the length, weighing their pet in relation to wooden cubes on and equal arm balance and graphing the results. At the end of center time, children meet in small groups to return pet potatoes to baskets. The potatoes are mixed up and the children attempt to find their own pet potato. Follow up by using potatoes on the following days for extended activities - baking potatoes, making potato prints, hot potato game.
	seeds soil cups	science	Children plants seeds such as corn or onion bulbs and compare growth according to height. The teacher could extend experience by photographing growth and allowing children to sequence the pictures according to height.

Subskill	Materials Needed	Center(s) Involved	Activities
compares two objects by length, weight, height, size, shape, distance	string	math	Working in pairs, children roll out and cut string to length of three classroom objects (i.e., tablet,cabinet, block). Children then place string lengths on floor and compare lengths. Extension: Children use string for an art activity by pulling string through a shallow dish of diluted white glue and then placing string in a design on black paper.
compares opposites	teacher-made lace cards with pictures of opposites shoestrings	language arts	The teacher will instruct the children to put the shoestring in the hole beside the picture of the opposite. 
	liquid jello and set jello cold potato and baked potato hot chocolate and chocolate ice cream, etc.	cooking	Every day for a week plan a snack that builds opposite concepts, using one pair of opposites daily. Encourage children to discuss opposites.

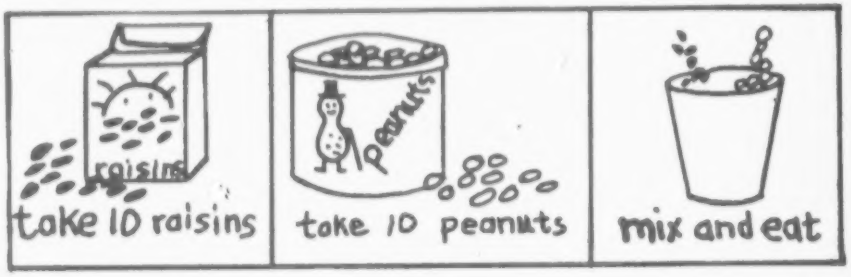
Subskill	Materials Needed	Center(s) Involved	Activities
compares opposites	texture squares	science	Children make pairs of opposite textures (smooth - rough; soft - hard; etc.)
	paste scissors magazines paper	art	Children cut magazine pictures to paste on paper to make a scrapbook of sets of opposite concepts (i.e., hot - cold; big - little)
compares postions (i.e., behind/ in front of, between / beside, above / below, etc.)	language master language master cards	language arts	Child examines positional picture (i.e., dog in doghouse) and records his description of the picture. Extension: Allow children to match cards showing opposite positions.
	tape recorder flannel board flannel cut-outs three pieces of yarn (red, blue, yellow)	math	Tape record directions using positional words for child to follow. (i.e., Take the red yarn and make a large circle. Take the blue yarn and make a square under the circle. Take the yellow yarn and make a triangle beside the square. Put the tree cutout beside the blue square, etc.)
	parachute	outside or gym	Children hold parachute and lift to allow movement under, around, beside, between, etc.
	rocking boat or table and two chairs	language arts	Children dramatize *Three Billy Goats Gruff* to be actively involved with positional concepts (under, over, above). Extension: Also compare sizes, matching voices to sizes of billy goats.

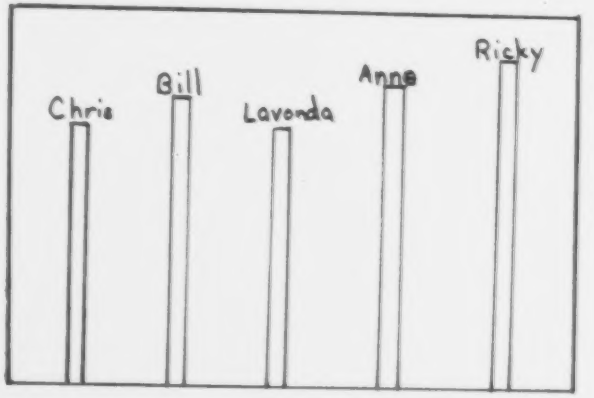
Subskill	Materials Needed	Center(s) Involved	Activities

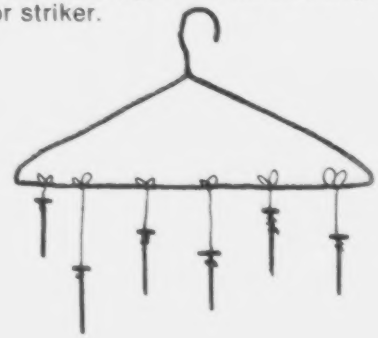
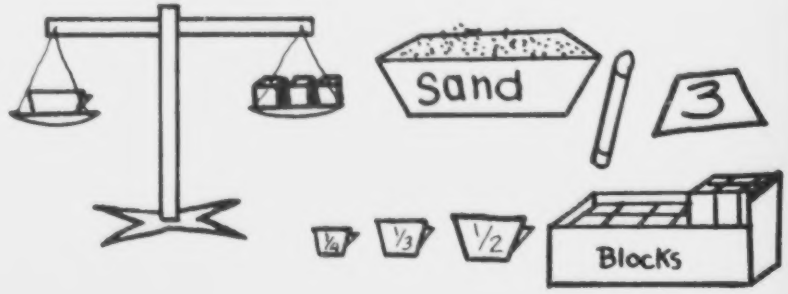
OBJECTIVE 12: The student sequences stimuli on the basis of one or more attribute(s)

OBJECTIVE 12: SEQUENCES (BASED ON ONE OR MORE ATTRIBUTES)

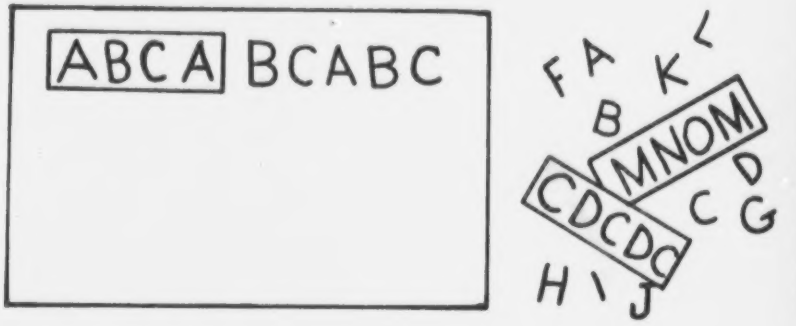
Subskill	Materials Needed	Center(s) Involved	Activities
counts up to 10 objects	pegboards pegs	math	Allow child to place pegs in rows and count.
	doll clothes numeral cards clothesline clothespins	dramatic play	Pin numeral cards (1 - 5) on five items of doll clothing. Children hang clothing on line in numerical order. Extension: Add five additional clothes items (6-10).
	peanuts raisins cups picture directions	cooking	Using picture directions, a child counts ten peanuts and ten raisins and places them in a cup. The child them eats raisin-nut mixture for snack.
	6 jars of different colors of paint	art	Instruct children to chose three colors of paint to use at the easel. After discussion during planning time, place a card with three dots [•••] by the six jars to remind children to select only three colors for painting.
states the sequential steps involved after completing 3 - step activity	none	language arts	Child pantomimes an activity which involves several sequential steps (i.e., getting ready for school, brushing teeth). Other children try to guess what the child is depicting.
	chart tablet magic markers	small group	After going on a field trip to the pet store to buy supplies and fish for setting up an aquarium, children discuss trip and teacher records sequential events of the trip.

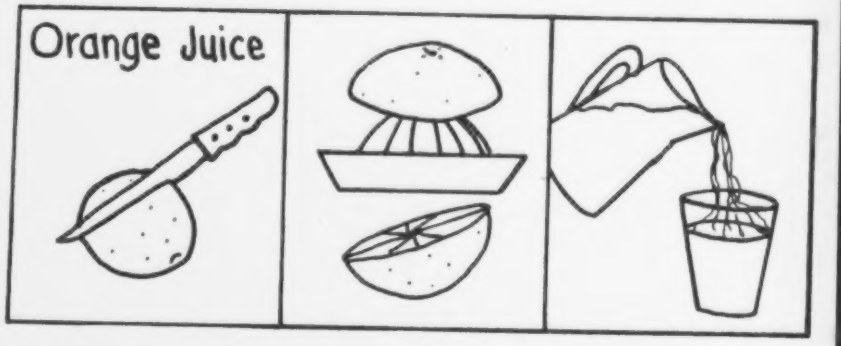


Subskill	Materials Needed	Center(s) Involved	Activities
orders objects according to length, height, weight, size, etc.	wall chart ribbon	math	Measure and cut five ribbon lengths to equal the heights of 5 children. Children place the ribbon in order on a chart and label with each child's name. 
	6 soft drink bottles (12 oz.)	science	The teacher fills bottles with varying amounts of water, then directs the child to put the six bottles in order from emptiest to fullest.
	3 bottles of equal size with screw-on caps food coloring	science	Using teacher prepared bottles of three distinctly different shades of blue water, the child orders bottles by shades.

Subskill	Materials Needed	Center(s) Involved	Activities
orders objects according to length, height, weight, size, etc	nails of 5 different lengths coat hangers yarn	woodworking	Child makes nail chime by tying yarn of equal lengths to each nail head. Order by length and tie on hanger. Use an additional large nail for striker. 
	sand pan balance scale 2-cup measure 1-cup measure ½-cup measure ¼-cup measure cubical counting blocks	sand	Child uses cubical blocks to balance scale with each measure of sand. The number of blocks needed to balance each measure is used to represent weight. Write numeral on index card to show how many blocks needed to balance. Child then matches number cards with the cup size that balances. 

Subskill	Materials Needed	Center(s) Involved	Activities
orders objects according to length, height, weight, size, etc.	cuisenaire rods	math	Allow child to experiment with rods.
identifies correct object to complete pattern	large beads shoelaces	language arts	Child creates his own patterns and describes to teacher. Child may reproduce pattern, using crayons and paper.
	vegetables paint 12" × 18" paper	arts	Children print their own patterns with cut vegetables and paint. Variation: Seasonal designs can be cut out on potatoes and used to make wrapping paper on 18" × 24" paper.
	templates primary pencils paper	writing	Children create patterns, using templates and 12" × 18" paper.
completes an incomplete pattern or picture	colored beads or blocks	manipulative	The teacher begins a pattern by placing blocks in order - red, blue, green, red. The child completes the pattern and continues, repeating the pattern.
	chalkboard chalk 5" × 8" cards magic markers	writing	Child draws a simple pattern, using dots and dashes; and continues pattern. Child then experiments with reproducing pattern by singing. Extension: Child is free to copy chalkboard pattern on 5" × 8" card to share with others.

Subskill	Materials Needed	Center(s) Involved	Activities
completes an incomplete pattern or picture	flannel board felt letters	language arts	Using upper case flannel letter cutouts, child completes and continues pattern begun on letter pattern cards prepared by teacher. (Cards should be backed with flannel to allow child to place on board to initiate pattern.) 
retells short story in sequential order	book - *The Three Bears* flannel board and pictures	language arts	The child retells the story in sequential order, using flannel board characters.
	book - *Three Little Pigs* (two inexpensive copies)	language arts	After reading story to children, teacher prepares picture story cards by cutting books and pasting pages on construction paper. Child orders picture story cards to retell the story.
	song - "Six Little Ducks"	music	After becoming familiar with the song, children dramatize sequence of song.
arranges three pictures in correct order	DLM sequence cards pegboard hooks	language arts	Child places cards in correct order on the pegboard and tells story depicted on cards, indicating what happened first, second, and third.

Subskill	Materials Needed	Center(s) Involved	Activities
arranges three pictures in correct order	separate picture cards of a 3-step recipe oranges, juicer, cups, knife, cutting board	cooking	Allow child to make his own orange juice, following picture recipe. Extension: Follow up by placing cards in language arts center. Mix up cards and allow child to sequence. 
	4-egg incubator fertilized egg camera with film	science	The children observe the developmental stages of the growth of a chicken within the egg. Teacher makes photographs of the egg, egg cracking, newly hatched chicks, and chicks after several days. Child arranges pictures in correct order.
	seasonal / topical songs (ex.: "Twelve Days of Christmas")	music large group	Teach the song by repetition and picture cards depicting the song verse. Variation: Tape the song and let individuals listen and sequence the pictures.
	picture cards	music	Using teacher-made picture cards, child orders pictures of song "I Bought Me a Cat" and sings song.

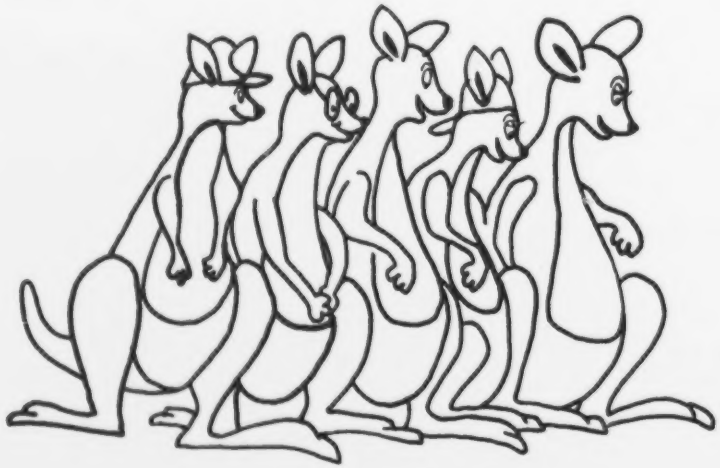
Subskill	Materials Needed	Center(s) Involved	Activities
arranges three pictures in correct order	camera and film	language arts	Teacher makes five photographs of daily activities to illustrate the daily schedule. After using photographs on a chart to represent schedule, remove and place photos in separate plastic sandwich bags. Allow children to place pictures in correct sequence.
		book	Variation: Using photographs taken on the first day and other significant events, create a picture album of sequential class experiences. Place in book center.
states the sequential steps involved after completing 3-step activity	a short recipe printed with the explanation in picture form celery raisins peanut butter spreader water vegetable brush	cooking	The teacher prepares the "Bumps on a Log" recipe on three large cards. Children begin with the first step and follow the recipe in sequential order.
	none	language arts	One child pantomimes an activity which involves several sequential steps (i.e., getting ready for school, brushing teeth). Other children try to guess what the child is depicting.
	chart tablet magic markers	small group	After going on a field trip to the pet store to buy supplies and fish for setting up an aquarium, children discuss trip and teacher records sequential events of trip.

Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 13: The student begins to understand the concept of conservation of number

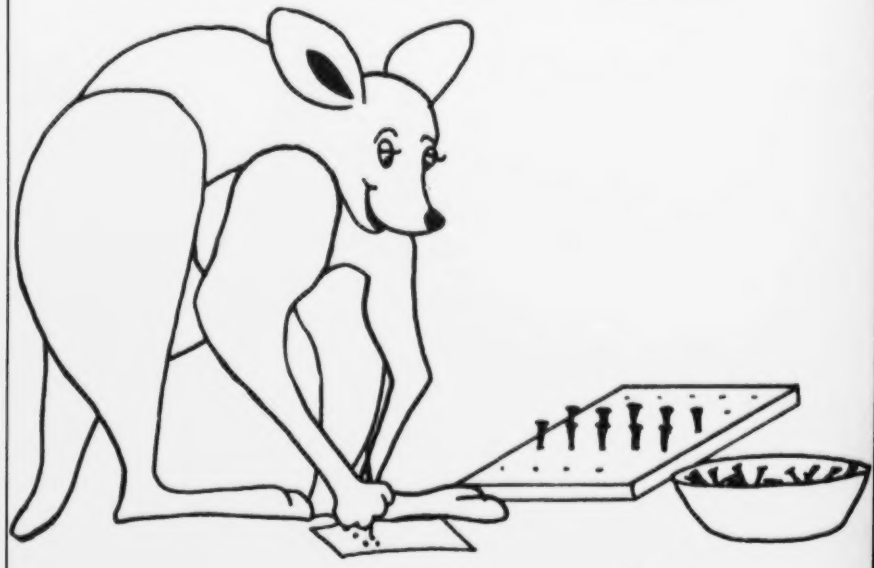
OBJECTIVE 13: UNDERSTANDS CONSERVATION OF NUMBER

Subskill	Materials Needed	Center(s) Involved	Activities
After seeing the teacher rearrange the original counted set the student responds (without counting) that the number of objects is the same	blocks animal accesories none	block outside	The child builds two fenced areas (one big and one small). With teacher assistance the child places six animals in large fence and counts. The child then moves the animals to the small fenced area. If the child does not respond that the number is the same, allow him to recount the animals. Allow 5 - 8 children to arrange themselves in different patterns: in a circle, forward and back, in a line, holding hands, touching shoulders, etc. Count in unison after arrangement to reinforce idea of the number of children being constant regardless of placement.



Subskill	Materials Needed	Center(s) Involved	Activities
After seeing the teacher rearrange the original counted set, the student responds (without counting) that the number of objects is the same.	unit blocks	block	Teacher informally interacts (not interrupts) with children in the block area. Teacher asks child to count out five blocks. After arranging in a horizontal line, she asks child how many blocks there are. She continues by rearranging them in a vertical line, in a circle, in a stack, etc., asking the child how many blocks there are after each change.
	forks, spoons, plates, cups	dramatic play	Child counts four forks, spoons, cups, and plates and places them on a tray. Child then sets the table. Teacher asks how many of each are on the table.
	simple puzzle (4 to 6 single inset pieces)	manipulative	Teacher demonstrates proper procedure for removing puzzle pieces by lifting each piece out and placing it to one side of puzzle, keeping picture side up. Child counts puzzle pieces and then assembles puzzle. Teacher then asks child how many pieces are in puzzles. If child does not respond that number of pieces is the same, encourage him to recount.
	banana honey toasted wheat germ toothpicks small and large paper plates	cooking	Child follows picture recipe to cut five banana slices and place on small plate. Using toothpicks, first dip slice in honey, then into wheat germ. Place each piece on large paper plate. Ask child how many slices are on his large plate. If he does not respond correctly, encourage him to recount.
	nails wood scraps bottle caps hammer safety goggles	woodworking	Child places self-selected number of bottle caps on scrap of wood. Child the rearranges the set of caps as he discusses with teacher the number of caps in each arrangement. After experimenting with various arrangements, secure caps with nails. Extension: Child may paint wood and cap design.

Subskill	Materials Needed	Center(s) Involved	Activities
After seeing the teacher rearrange the original counted set. the student responds (without counting) that the number of objects is the same.	two pieces of yarn felt cut-outs flannel board	language arts	Child creates two shapes, one small and one large, with yarn. Child counts out a set of cut-outs (no more than ten). Child experiments with cut-outs by placing entire set inside one shape and then the other, discussing number of objects with the teacher.
	unused holiday seals or stickers	art	Child counts out set of stickers and experiments with arrangement on various sizes and shapes of paper. Child sticks seals on desired shape after selecting final arrangement.
	pegs pegboard plastic pill containers	math	Allow one child to use one container of pegs at a time and experiment with making various designs "spread out" or "close together". Encourage child to verbalize about quantity and recount if needed. Extension: Using graph paper that corresponds to pegboard, child may reproduce his designs for each arrangement.

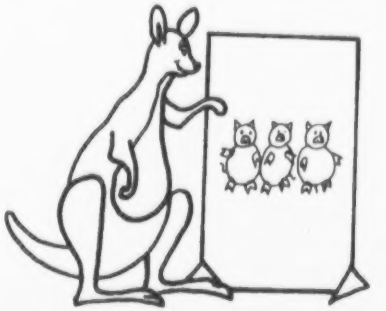


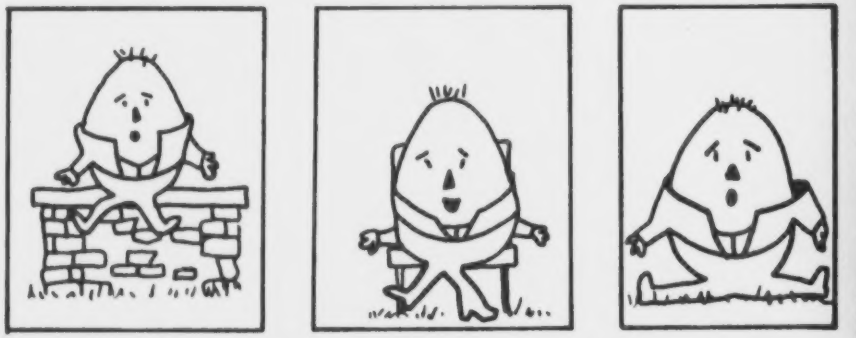
Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 14: The student interprets and infers on the basis of oral or illustrative selections

OBJECTIVE 14: THE STUDENT INTERPETS / INFERS ON THE BASIS OF ORAL OR ILLUSTRATIVE SELECTIONS

Subskill	Materials Needed	Center(s) Involved	Activities
listens to selection and: (a.) expresses ideas, (b.) makes inferences, (c.) supplies logical conclusion after hearing ⅔ of selection, (d.) supplies appropriate answers to questions based on context clues.	poem	language arts	Read a short poem such as: "Everybody says I look just like my mother. Everybody says I'm the image of Aunt Bee. Everybody says my nose is like my father's, but I want to look like me." Dorothy Aldis Talk with children about an appropriate title for the poem. Record suggestions on sentence strips and discuss appropriateness of each title as teacher rereads title with poem. Children then select the title that best capsules the main idea of the poem.
	none	language arts	One child selects a familiar nursery rhyme to pantomime. Other children watch and interpret pantomime to name rhyme.
	none	math	Children pantomime a familiar number-related fingerplay or song such as "Johnny Hammers with One Hammer." Other children watch and guess the title.
	paper felt tip marker	language arts	Child dictates short story to teacher. Teacher reads story back to child, allowing the child to create a title that best expresses the main idea of his story.

Subskill	Materials Needed	Center(s) Involved	Activities
listens to selection and: (a.) expresses ideas, (b.) makes inferences, (c.) supplies logical conclusion after hearing ⅔ of selection, (d.) supplies appropriate answers to questions based on context clues.	flannel board flannel board story characters	language arts	Teacher introduces a new story to child using flannel board characters to tell the story. Child then suggests title for story. Extension: Flannel board figures should remain in center for children to use on their own to tell the story. 
	song "The Old Gray Cat"	music	Introduce song "The Old Gray Cat" without sharing the title with children. After singing and dramatizing the song, allow children to suggest appropriate titles, discussing titles to determine which title best expresses idea of song. Share correct title.
	scramble can (sentence starters in a can)	language arts	Child pulls out a sentence starter. The teacher reads it and the child finishes. (ex.: "John went to the grocery store to _____.") Extension: The teacher can begin a story in the same manner and the child can supply the ending. As the year progresses, children might supply the middle and/or ending.

Subskill	Materials Needed	Center(s) Involved	Activities
listens to selection and: (a.) expresses ideas, (b.) makes inferences, (c.) supplies logical conclusion after hearing ⅔ of selection, (d.) supplies appropriate answers to questions based on context clues.	Humpty Dumpty nursery rhyme pictures illustrating nursery rhyme (on a wall) (on a chair) (on the ground)	language arts	Read nursery rhyme. Show children three similar pictures of rhyme. Questions: Teacher - Where was he sitting? Find the picture. Where did he fall? Find the picture. Variations: Other stories and rhymes. Make picture choices more varied as the children become familiar with the game. 
	story - *Noise In the the Night* by Anne Alexander	language arts	The teacher reads two-thirds of a new story and the children supply an ending to the story.
	story - *Ask Mr. Bear*	language arts	Present story to children in many different ways over a period of days. Read book; place in listening center with cassette; tell with flannel board characters; and show filmstrip. Children may then interpret story and characters through dramatization. Children may also develop props, settings, or costumes.

Subskill	Materials Needed	Center(s) Involved	Activities
makes up story about picture	flannel shapes or magnetic shapes	manipulative	Child puts shapes and figures together and then tells a story about scene.
	magazines scissors paste paper	language arts	Child selects magazine pictures to make a picture book and then tells a story about the pictures. The teacher records the story.
	comic strips	language arts	Child makes up story about what is happening in strip.
	picture from picture file experience chart	language arts	Show the class a simple picture (ladder, dog, watch, child crying, circus, etc.) and attach to top of chart. Together children tell a story about the picture. Record the story children tell on experience chart and reread.
	umbrella raincoat boots tape recorder	small group, listening	Present the real objects. Talk about them and their uses. Let a child tell a story about the objects and record. Then place taped story in listening center. Variations: Use different real objects.
	photographs of each child	language arts	Let each child tell a story about his photograph. The teacher writes down the story as the child dictates. The child can share his picture and story with the total group as the "Author of the Day." Extension: Placing one picture and story on each page makes a class scapbook.
	slide of each child tape recorder	group, listening	During the year take a picture of each child with slide film. Let each child tell about his picture on the tape recorder. Put together a slide presentation with the slides and tape. This can be used for parents or in the listening center for children.

Subskill	Materials Needed	Center(s) Involved	Activities

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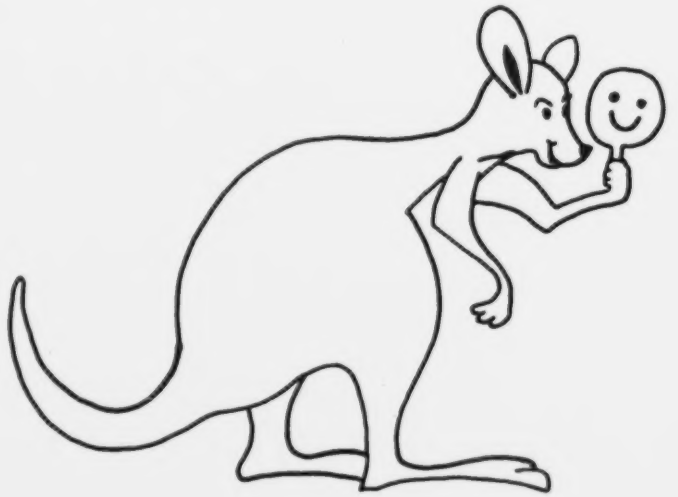
OBJECTIVE 15: The student controls emotions and expresses them in a socially acceptable manner

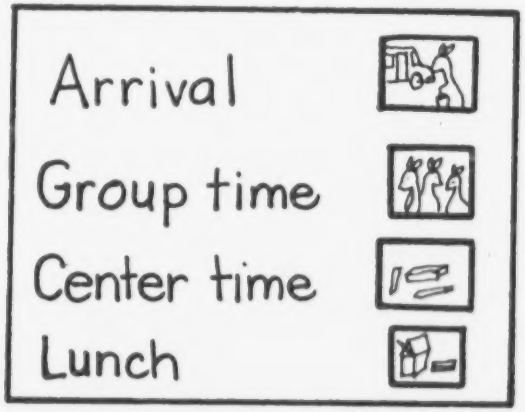
OBJECTIVE 15: CONTROLS AND EXPRESSES EMOTIONS IN A SOCIALLY ACCEPTABLE MANNER

Subskill	Materials Needed	Center(s) Involved	Activities
expresses feelings or needs in a controlled and constructive way	happy/sad face on stick	language arts	Child is to hold up face which corresponds to his mood and tell why he feels that way. 
	magazine pictures portraying various emotions	small group	Discuss why person pictured may be displaying that emotion.
	none	small group	Discuss various life events (i.e., death, sickness, etc.) as they occur within the school year and let children express their feelings. Extension: Offer children opportunities to make appropriate cards to be given to a child or family as occasions arise.

Subskill	Materials Needed	Center(s) Involved	Activities
expresses feelings or needs in a controlled and constructive way	mirror collection of pictures portraying various emotions	dramatic play	"Copy Cat" - Give child a box of face pictures to imitate in a mirror.
	paper plates crayons	art	After many opportunities to examine different facial expressions, children draw faces on paper plates and discuss the feelings shown on the faces. Extension: Paper faces can be accumulated to classify by happy, sad, mad, grumpy, etc.
	puppet stage	puppet	The teacher gives the children a situation which they dramatize with puppets. Situation examples: Someone knocked your blocks down; What if you wanted a swing and there wasn't an empty one?
	books on emotions: *David Was Mad,* *One More Block,* *Let's Be Enemies*	book	Teacher reads story. Children can talk about the story and associate their feelings about similar situations.
	none	music	Sing song: "If You're Happy and You Know It, Clap Your Hands." Variations: "If You're Mad and You Know It, Stamp Your Feet," "If You're Sad and You Know It, Wipe Your Eyes."
	song - "It's All Right To Cry" (album - "Free To Be Me")	music	Play record and let children tell about things that make them cry.

Subskill	Materials Needed	Center(s) Involved	Activities
expresses feelings or needs in a controlled and constructive way	tape recorder	listening	Tape various sounds of voices (Examples: child crying, someone laughing, giggling, chuckling, screaming, excited). Let the children express how they think the person feels after listening to the sound of the voice. Discuss these feelings and the related feelings of the children. Extension: Allow children to draw or find magazine pictures that illustrate feelings to match with recorded sounds.
	puppets	group	The teacher tells *Little Red Riding Hood* using puppets and guides a discussion about the emotions displayed by Little Red Riding Hood during her adventures. (Ex.: "How did Little Red Riding Hood feel when she met the wolf?", "How would you feel if you found out your grandmother was really a wolf?", "How do you think Little Red Riding Hood felt when the hunter shot the wolf?") Leave the puppets where the children may reenact their own puppet show.
accepts socially imposed limits	kitchen equipment table and chairs plates cups eating utensils	dramatic play	Class discusses proper table manners and why they are needed. Teacher writes experience chart, listing ideas children give as nice habits. Put picture clues on chart and post it in the housekeeping center. As children "play house", they will try to follow the good manners chart.
	chart paper marker cut-out school bus	large group	Place a large cutout of a yellow bus on the bulletin board. Children contribute rules and teacher writes the rules of the bus on chart paper. Emphasize safety and rights of others. Extension: Invite bus drivers to visit classroom and talk to children about good bus behavior.

Subskill	Materials Needed	Center(s) Involved	Activities
	chart tablet marker	field trip	Before children attend concert presented by high school band or orchestra, they discuss appropriate concert behavior. Ideas are recorded on chart tablet.
	tele-trainer (available at most telephone companies at no cost). If this is not available, play telephones can be used within the same center.	dramatic play	After classroom discussion about telephone manners, the children use phones to talk with one another in an acceptable manner. The telephones are placed far enough apart so children can only hear each other by using tele-trainer phones.
adjusts to change in routine	posted schedule photographs	all centers	Establish a routine schedule of activities. Post written schedule in room and review periodically with children. Discuss order of events by asking children such questions as "What do we do before we go outside?", "What do we do after work time?" Variation: Use photographs of daily activities to illustrate schedule. Later add words to describe pictured activity.

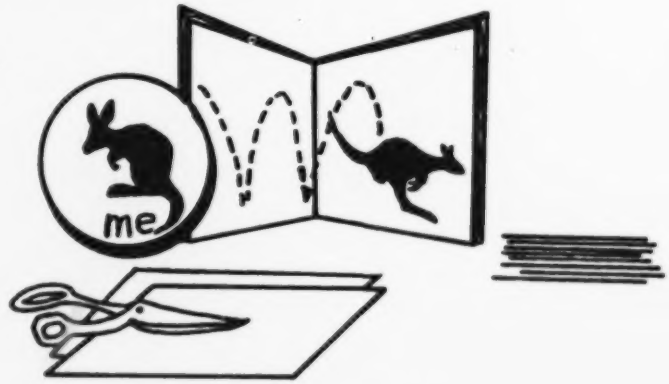


Subskill	Materials Needed	Center(s) Involved	Activities
adjusts to change in routine	none	dramatic play	Discuss school procedures and show map for evacuation in the event of a fire. Allow children to walk through procedures, then pretend there is a real fire drill. Variation: Discuss tornado drill procedures at a different time after fire drill procedures are established.
	chart tablet felt marker	group	Several days prior to field trip, discuss schedule for special field trip day. Teacher charts schedule as it is discussed. Compare special schedule with routine schedule.
	chart tablet felt marker	all centers	Children discuss need to make minor changes in classroom arrangement. Teacher records children's ideas and possible solutions to space problems. Teacher guides group to one solution. Teacher then lists work to be done and children volunteer to carry out specified tasks.

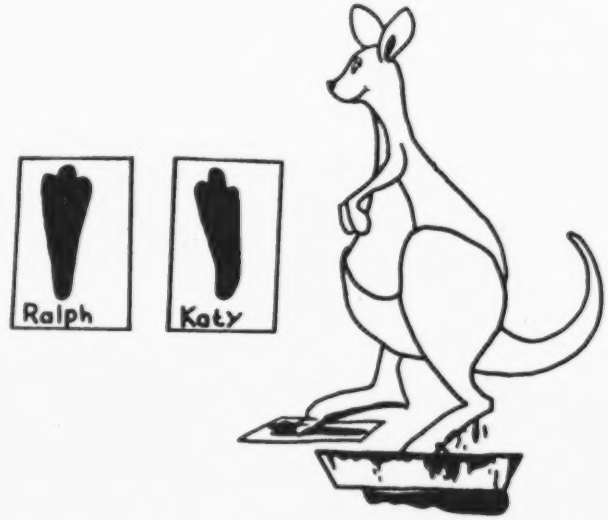
Subskill	Materials Needed	Center(s) Involved	Activities

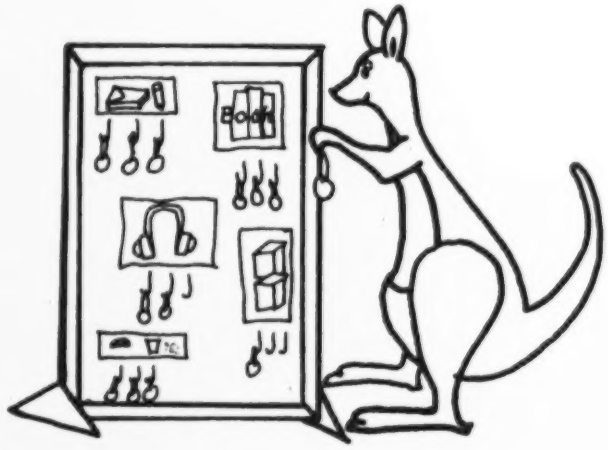
OBJECTIVE 16: The student displays a positive attitude towards self

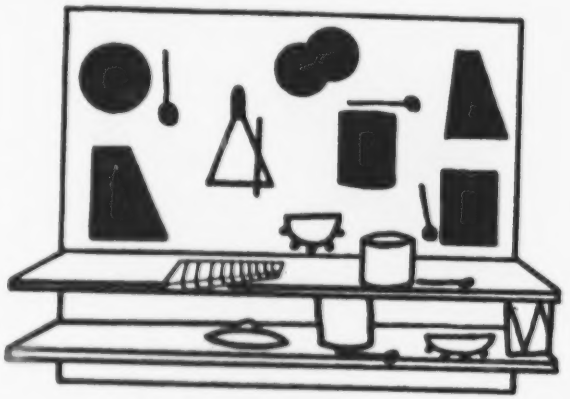
OBJECTIVE 16: DISPLAYS POSITIVE SELF-CONCEPT

Subskill	Materials Needed	Center(s) Involved	Activities
exhibits positive self-concept through favorable actions and words about self	construction paper scissors crayons	art	Make "Me" buttons and books. Talk about why each child is special and how everyone is unique. Let children draw pictures about themselves in the books. 
	small bulletin board photos chart paper	group meeting area	Establish an area for posting current events or news about class members. Use a photograph of the child with a dictated story about the event or a photograph of the event with an appropriate title. (Make sure that all children are included at periodic intervals.)
	birthday chart	group meeting area	Note each child's birthday on a special chart with birthdate and name. At beginning of each month, mark birthdays on calendar. On each child's birthday, sing birthday song and allow child to wear birthday hat or button. Encourage parents to be involved in celebration. (Celebrate summer birthdays before school is out and weekend birthdays on nearest school day.)

Subskill	Materials Needed	Center(s) Involved	Activities
exhibits positive self-concept through favorable actions and words about self	freezer paper magic markers crayons paints paper	art	Trace outline of child on freezer paper and let him color it to look like himself. Display and let him show it to classmates. Later he can take it home.
	paper thick paint in shallow pan clean up pan for rinsing feet	art	Children remove shoes and socks, stand in paint pan, and then walk on paper to make footprints. Label pictures with each child's name. Variation: Make handprints.
	helpers' chart	bulletin board	Allow children to list jobs to be done each day. Systematically rotate weekly assignments by using helpers' chart to denote jobs. Children should be assigned to some job at least every other week. (It is best to provide weekly jobs.)



Subskill	Materials Needed	Center(s) Involved	Activities
works independently completing tasks or asking for help from others when needed. This task completion involves proper return of materials	peg board hooks center pictures key tags	choice board	Children make selections for work, using choice board or other management system. 
	low open shelves art materials aprons sponges	art	After introducing each material, place art materials on low open shelves for children to use independently. Paint shirts or smocks should be on hooks accessible for children to use as needed. Materials and equipment for independent clean-up should be accessible.

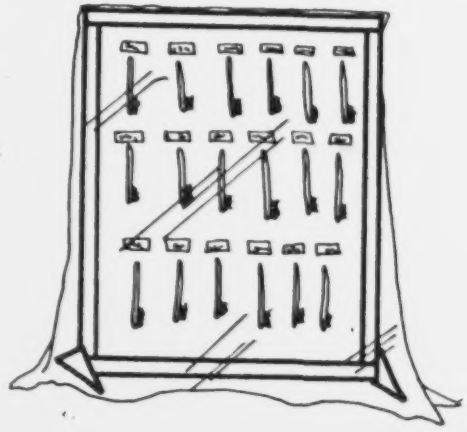
Subskill	Materials Needed	Center(s) Involved	Activities
works independently completing tasks or asking for help from others when needed. This task completion involves proper return of materials	record player records instruments pegboards hooks shelf or table	music	Hang rhythm instruments on pegboard with hooks by using contact paper outlines on board to denote proper places. Record player and other instruments should be placed on low shelf or table for children to use. 
	low open shelves contact paper blocks plastic dishpans	block	Place blocks on shelves marked with contact paper outlines to denote proper area for each block size and/or shape. Use plastic dishpans or shoe boxes to store small accessories.
	table low shelf markers paper templates wooden alphabet typewriter	writing	Place all materials on low shelf and typewriter on table for children to use independently.

Subskill	Materials Needed	Center(s) Involved	Activities
works independently completing tasks or asking for help from others when needed. This task completion involves proper return of materials	low shelf table flannel board flannel cut-outs picture matching games chart paper sentence strip markers games other materials	language arts	After introducing materials, place on low shelf. Rotate materials to coincide with planned activities.
	cooking equipment and materials low shelves table pegboard contact paper	cooking	Allow children to hang cooking utensils on pegboard with contact paper outlines. Other materials for children's use (i.e., napkins, cups, paper plates, bowls) can be placed on shelf. Appropriate equipment and materials should be available for clean-up. Each child prepares his own snack daily and cleans up.
	pegboard containers tools building materials	woodworking	Organize tools and materials for children to use independently. Hang tools and small containers of nails, screws, etc., on pegboard with contact paper outlines. Wood scraps can be stored in box near work bench.
	listening stations filmstrip previewer cassette and book sets	listening	Place earphones on table and connect to cassette recorder. Allow individuals or small groups to operate equipment.

Subskill	Materials Needed	Center(s) Involved	Activities
works independently completing tasks or asking for help from others when needed. This task completion involves proper return of materials	library shelf books	book	Place books on library shelf (three or four books per row) with front covers displayed.
	dramatic play props	dramatic play	Every item should have a designated place. Outlines of items can be placed on shelves or pegboard. Pictures of dramatic play props, such as shoes or jewelry, may be placed on the front of drawers or on boxes on shelves.
	equipment and materials low shelf and table	science	Organize materials in boxes or other containers so that children may choose them for conducting discovery experiences and return them to proper places.
	materials low open shelves	math	After introducing materials, place them on low open shelves for easy retrieval by children. Small plastic containers with lids can be used to store small manipulative pieces.
	shelves containers	manipulative	Puzzles should be displayed with pictures visible to children. Other materials should be accessible and those with small pieces should be kept in open containers.

Subskill	Materials Needed	Center(s) Involved	Activities
works independently completing tasks or asking for help from others when needed. This task completion involves proper return of materials	discovery materials hooks for aprons mops sponges broom dust pan	sand and water	Hang waterproof cover-ups near center for children to secure. Using materials selected to investigate specific problems, allow children to experiment with sand or water to discover solutions. Provide needed clean-up materials and equipment for children to use.
	bus-shaped tags with name, address, and bus number	bus	Children wear tags to and from school during beginning days to provide feeling of security, while encouraging independent behavior. Variation: Large animal pictures in bus window with replica for name tag. Variation: Place large piece of colored paper in bus window and color-code name tags.
	AV equipment	listening, music	Allow children to work tape recorder, language master, dukane, and other equipment independently after initial teacher instruction. To assist children, place color codes on buttons that operate equipment.
shows pride in work by: taking home finished work, asking to display work, and showing work to others	crayons or markers markers	all centers	Encourage children to print their own names on their papers. Crayons or markers should be accessible to facilitate children being independent (i.e., hang crayons on strings from easel).
	bulletin board or cork strip	all centers	Allow children the opportunity to post their work around the room as they desire. Display spaces should be accessible to children at their eye levels.

Subskill	Materials Needed	Center(s) Involved	Activities
shows pride in work by: taking home finished work, asking to display work, and showing work to others	wallpaper samples poster board tape stapler none	art small group	Provide materials for children to make a large folder to take home for parents to use to collect children's work. Staple edges of folder and cover stapled edges with tape. Children may decorate folder with their own art work. After working in center activities, children meet in two groups to review and evaluate their experiences. Offer all children the opportunity to tell about their experiences or show their work.
develops independent personal hygiene habits	toothbrush toothpaste board plastic	sink area	Allow children to brush teeth independently after their self-service snack. Hang toothbrushes on cup hooks attached to 24" x 24" board. Label each child's toothbrush with name and cover entire board with clear plastic attached to top back edge of board.



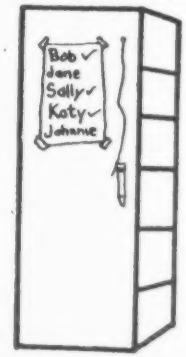
Subskill	Materials Needed	Center(s) Involved	Activities
develops independent personal hygiene habits	full-length mirror box of tissues paper towels soap	near bathroom area	Children use mirror to check their appearance to determine personal hygiene needs.
	paper towels soap	sink area	As children individually attend to bathroom needs, encourage handwashing and assure that materials are always available.
	resource person	group	Children invite a local nurse to talk about safety and health habits and introduce "Mr. Yuk." Variation: Contact local poison center for resource materials or resource people.
	toothpaste boxes soap wrappers from home	science	Ask children to bring various soap wrappers and toothpaste boxes from home. Items can then be used for classification. Variation: Place wrappers and boxes in dramatic play area for grocery store play.
	chart paper teacher-made books	language arts	Allow individual children to dictate a sequence of hygiene activities they do each day. (i.e., "First I wash my face, then I brush my teeth", etc.) Allow children to illustrate their own books. Variation: Photographs can be taken for sequencing.
	filmstrips projector	small group listening	Show health and hygiene filmstrips (available from local health departments) to group. Place materials in listening center for children to view individually.

Subskill	Materials Needed	Center(s) Involved	Activities
develops independent personal hygiene habits	magazines paste scissors	art	Children cut out picture of caustic products (such as drain cleaner, scouring powder, bleach, shoe polish, etc.). Paste pictures in scrapbook format. Place scrapbook in science center for discussion. Variation: Paste caustic pictures on 5" x 8" cards and add pictures of things that can be eaten. Allow children to classify pictures in boxes labeled with "Mr. Yuk" and "Smiley Face."
responsible for own belongings	cubbies	cubby area	Provide individual cubbies for each child to store his belongings and completed work. Names printed on sentence strips should be attached to each cubby.
	cubbies books	library	As children return from library with selected books, they place them in their cubbies until dismissal and then carry books home.
	cubbies crayons or pencils	art	Children complete art work by printing their names on papers or projects and place them in cubbies.

Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 17: DISPLAYS POSITIVE SCHOOL ATTITUDE

Subskill	Materials Needed	Center(s) Involved	Activities
participates willingly in a variety of class activities	props rhythm instruments	music	Children receive invitation from third grade class to visit their room and share songs and poems they have learned.
	cheese flour butter oven cookie sheet	cooking	Children prepare cheese cookies to contribute to the bake sale held during the Spring Festival or Fall Fair.
	chart table markers camera film misc. tools plastic bags	school	Kindergarten children organize a school clean-up day. They compile a list of work to be done, dictate invitations and deliver them to other classes, requesting their participation. Photographs of work can be taken and placed on a centralized board with captions. Send thank you notes to those classes and persons helping on the project.
	spring bulbs gardening tools camera and film	outside	Children plant spring bulbs near school entrance. Photographs are made of planting process and of various stages of plant growth. Follow up by using photographs for sequencing activities.
	tape recorder blank tape chart tablet markers	listening	In small groups children discuss school personnel and their jobs. Questions to be asked in interviews are dictated by children and recorded on chart by teacher. Using selected questions, individual children interview school staff, including custodian, secretary, librarian, cook, and principal. Children use the tape recorder to record each staff member's conversation about their role in caring for school property. Interviews should take place in each staff person's work area. Children return to room and, upon completion of all interviews, place tape in listening center for playback. (This activity should take place over a period of several days.)

Subskill	Materials Needed	Center(s) Involved	Activities
participates willingly in a variety of class activities	camera with film scrapbook markers	language arts	Children and teachers take photographs of school personnel, including teachers, and compile scrapbook with pictures and captions. Space should be available for adding short stories dictated by children as they interact with these people throughout the school year.
	photographs paper markers primary typewriter	language arts	Children make book about their kindergarten and present it to the school library. Children first decide which photographs need to be made. Captions and/or short stories can then be dictated by children to accompany selected pictures. Stories and captions may be typed to be placed in book with pictures.
	crayons printed class roll for check off for all centers	all centers	Children check off their names as they enter a center to work. Sheet can be maintained in centers for a week and then removed and recorded on master list by teachers. This provides a record of each child's daily choices. 
	paper crayons magic markers	language	Make a class book about "I like school because _____." Pattern sentences are used. Children may illustrate their responses.

Subskill	Materials Needed	Center(s) Involved	Activities
participates willingly in a variety of class activities	large mural paper crayons *The Little House*	school library	After the librarian reads *The Little House*, give children the opportunity to talk about how their houses look at various times of the year. Provide crayons and paper for those wishing to contribute to a mural of their houses. Mural will be hung in school hallway or in library to be enjoyed by all students.
uses materials correctly	tricycles	outside	Children ride tricycles in designated path or area. Rules of the road are observed and tricycles are parked in designated parking spaces. Children make numbered license tags that correspond to parking space numbers.

Subskill	Materials Needed	Center(s) Involved	Activities
uses materials correctly	books	school library	Once procedures are established, children are encouraged to return books to proper places on shelves.
	paper towels and holder toilet paper and holder soap trash can	bathroom	As children use bathroom facilities, they are encouraged to follow procedures to maintain a clean and neat restroom. All needed supplies should be available at all times and at child level.

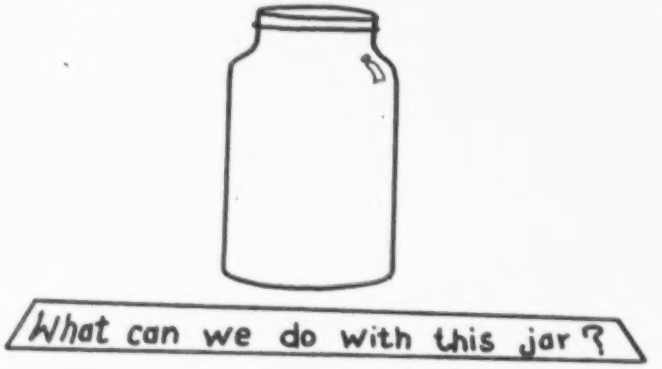
Subskill	Materials Needed	Center(s) Involved	Activities

OBJECTIVE 18: The student interacts with others in a socially acceptable manner

OBJECTIVE 18: INTERACTS WITH OTHERS IN A SOCIALLY ACCEPTABLE MANNER

Subskill	Materials Needed	Center(s) Involved	Activities
shares materials and takes turns	bananas milk vanilla pudding vanilla wafers measuring cup	cooking	Five children share in the responsibility of making banana pudding. Chores are cutting bananas, measuring milk, stirring pudding, placing cookies and bananas in pan, pouring pudding, placing in refrigerator and setting out pudding for self-service snacks. Note: Other children will share in responsibility of preparing foods for snack on other days.
	book - *Let's Be Enemies* - by Janice Udry bag of pretzels	group	Read the story to the children. Share bag of pretzels with the children. Talk about the emotions exhibited by the boys in the book. Children then share pretzels with another class in school.
	chart tablet felt tip markers props	dramatic play	Discuss with children a grocery store project. Using a chart tablet, record ideas contributed by children. List materials needed for store construction and items needed to stock store. List props (money, apron, cash register, etc.) to conduct store business. List children's names and record contributions they want to make. Allow children to check off items on master list as things are received. After playing in store for several days, children dictate story about their cooperative effort.

Subskill	Materials Needed	Center(s) Involved	Activities
shares materials and takes turns	gallon jar or old aquarium soil plants moss	science	Place jar in science area and attach question on sentence strip (Ex.: "What can we do with this jar?"). List on chart tablet the ideas that children offer. Allow three children to go to library and look through science books to get ideas to bring back and share with class. Guide suggestions to label jar as terrarium. Use library books and/or children's prior experiences to list the materials needed and steps involved on a large chart. Child prints name on chart and teacher records beside his name those materials to be contributed. Class dictates note to parents (to be duplicated) which will be completed for each child's individual contributions. Each child copies the assigned material from the chart onto his note. A picture of the material can be drawn rather than the word printed.
	chart tablet felt tip marker	cooking	Send home a note asking each parent to allow child to bring one assigned vegetable or other ingredient for making vegetable soup. Children work together on following day to prepare "cooperation soup."



Subskill	Materials Needed	Center(s) Involved	Activities
listens to ideas and opinions of others	chalkboard chalk	group	Give children a choice of games (or songs or books). Each child must accept the vote of the large group. This may be done by a show of hands or by standing in groups to show preference. Children count to see which group has the largest vote. Teacher records number of votes on chalkboard.
	chart paper felt tip markers drawing paper	language arts	Children offer one-word opinions for the day's weather to create poem. (Ex.: *Today Is* crispy chilly sunny) Teacher records poem on chart paper, reads, and rereads to class. Opportunities may be offered to children to illustrate poem. Follow up: Several children take poem and pictures to post in school library.
	tape recorder tape	listening	Children express their ideas in response to a predetermined question describing a situation (i.e., "What would you do and say if you had carefully built a block building and someone knocked it down?" or "What would you do and say if a friend gave you a hug today?"). Use a tape recorder to record responses and play to a small group during discussion and review of work time.
	chart tablet felt tip marker	group	As a classroom problem arises, (Ex.: children moving hooks on choice board or not returning materials), children meet to discuss problem and offer possible solutions. Teacher records opinions and class may decide to try several of the alternatives before choosing the final solution.

Subskill	Materials Needed	Center(s) Involved	Activities
listens to ideas and opinions of others	chart paper felt tip marker	group	Children dictate invitation to a first grade class, asking them to visit and share some of their ideas about first grade. Dear First Graders, Please come to our kindergarten for a visit. We want you to tell us all about first grade. Please come Wednesday at 9 o'clock. Sincerely, Ms. Jones' Class
respects property and rights of others	cubbies	small group	Each child has a properly labeled cubby to store personal belongings and completed work. Children discuss the value of respecting each other's personal cubby space.
	newspaper strips wheat paste buckets sponges	art	Children in morning or afternoon session work on continuing project of making paper mache fruit for grocery store or house play. Children in other session must respect rights of other group and not disturb project.
	rakes hoes seed	garden spot	Children in morning and afternoon sessions work on separate garden plots. Each class respects other class's work.
	none	library	Children respect rights of other classes in school by walking quietly in small groups to and from school library.
reacts positively towards achievements of others	puppet stage puppets	language arts	Small groups work together in preparing, planning and presenting puppet show.

Subskill	Materials Needed	Center(s) Involved	Activities
reacts positively towards achievements of others	chart tablet markers	language arts	Children visit school art exhibit to view the work done by students throughout the school. Children dictate a letter of appreciation to school art teacher for arranging display.
	monthly school newsletter	language arts	Children can contribute stories, poems, drawings, as individuals or as a class, to the school newsletter. An account of classroom activities or projects may be submitted by the class.
	chart paper felt markers	music	Children dictate an invitation to the school music instructor, inviting older students to visit the classroom and share their talents (i.e., play instruments and/or sing).

Subskill	Materials Needed	Center(s) Involved	Activities

Related Publications from the South Carolina Department of Education

Administrator's Handbook for Art Education. 1972. This handbook describes the nature and content of art education and includes some suggested possibilities for K-12 programs.

An Aide Is Not a Maid and Some Other Things Teachers Should Know About Working With Kindergarten Aides. 1979. This publication for kindergarten teachers addresses suggested responsibilities to aides, training of aides, and the importance of communication between teachers and aides.

Does Your Child Need Kindergarten? 1977. This two-page leaflet is intended for distribution to parents of five-year-old children. It emphasizes the values of kindergarten and explains objectives. Suggested distribution times include: preregistration in the spring, fall registration, meeting of parents of kindergarteners, regular PTA meetings, and parent/teacher conferences.

Early Childhood Education in South Carolina. 1979. This publication is intended to support and guide teachers and administrators in providing a well-balanced program and reflects the early childhood philosophy of the South Carolina Department of Education.

Environmental Education: A Sourcebook for Educators. 1976. This sourcebook is designed to provide a K-12 program design for incorporating environmental education in all curricular areas.

Handbook for Safety Education K-12. 1981. This handbook is designed to assist all classroom teachers and administrators in organizing, planning and implementing a comprehensive safety program K-12.

Kindergarten Facilities Guidebook. 1976. This publication is intended to offer guidance to those persons responsible for planning and developing learning environments.

Learning Centers: Children Alive. 1980. This booklet provides practical suggestions for those teachers wishing to establish classroom learning centers for young children.

Learning Through Language. 1971. The purpose of this book is to give teachers some practical suggestions for helping children develop readiness for reading instruction.

Learning Through Play: A Guide for Parents of 3-, 4- and 5-Year Olds. 1980. This publication contains developmental activities keyed to the 18 state kindergarten objectives. The activities were designed specifically for the parents of 3-, 4- or 5-year-olds and can easily be done at home.

State Objectives, Reading, Writing and Mathematics, Grades K-12. 1979. This publication contains a listing of the 18 kindergarten objectives with their accompanying explanations and the 16 basic skills objectives for reading, writing, and mathematics with their accompanying measurement strategies.

The Energy Book. 1975. This publication contains a sampling of activities and references to promote energy conservation for students K-12.

Note: For other resources, see the extensive bibliography in *Early Childhood Education in South Carolina.* (pp. 186-201)

APPENDIX
Equipment and Materials Listing

The following listing encompasses equipment and materials which should be considered essential to the kindergarten program. This list is not all inclusive; however, it is an excellent resource for program development.

When equipment and materials are listed under a particular center, it does not preclude its use in other centers. For example, small chalkboards may easily be used for art, math and language arts activities.

Teachers may wish to use this list as an informal inventory of classroom equipment and materials. Such an inventory might also assist in showing a direct relationship between the children's concept and skill development and the available materials.

Many of the materials listed are inexpensive to make or collect. Items to be purchased should be examined for their quality of materials and construction, as durability is of foremost concern.

Teachers are encouraged to use this list as a starting point. Other items found to be useful as a result of each teacher's experiences could be added to the learning center groupings.

Art Center

Equipment and materials:

_____ double easel (two if space permits)
_____ large sheet of builder's plastic or linoleum if area is carpeted
_____ easel clips or spring type clothespins
_____ eighteen 12" paint brushes (bristle widths varying from 1" to ¼")
_____ stapler
_____ scissors (include left-handed scissors)
_____ large teacher scissors
_____ tape dispenser
_____ yarn needles and hoops for stitchery
_____ hand-held hold punchers
_____ aprons

Consumable supplies and collectibles:

_____ tempera paint powder (various colors)
_____ fingerpaint (red, blue, yellow, white, black)
_____ newsprint - 18" x 24", 12" x 18"
_____ fingerpaint paper
_____ construction paper - 12" x 18" - various colors
_____ manila drawing paper - 12" x 18"
_____ tissue paper
_____ butcher paper
_____ paper bags
_____ paper plates
_____ wallpaper books
_____ plastic or paper straws
_____ aluminum foil
_____ wax paper
_____ old newspapers
_____ chalk - regular and jumbo
_____ crayons - various sizes
_____ felt tip markers (large and small)
_____ school paste
_____ white glue
_____ staples
_____ masking tape
_____ scotch tape
_____ clay (native clay from Bethune Potters, McBee, S.C.)

_____ plastic bags to store clay
_____ modeling clay
_____ homemade playdough
_____ liquid starch (mix with dry tempera and a few drops of liquid starch to make fingerpaint)
_____ tongue depressors or popsicle sticks (for paste sticks)
_____ colored and natural toothpicks
_____ pipe cleaners
_____ styrofoam packing pieces
_____ fabric scraps
_____ yarn
_____ containers for paint and other materials
_____ sponges

Block Center

_____ one full set of hardwood unit blocks
_____ flat nap rug (if not carpeted)
_____ wooden family figures
_____ wooden farm animals
_____ wooden zoo animals
_____ wooden community helpers figures
_____ wooden traffic signs (7" high)
_____ miniature wooden cars (4")
_____ wooden fence
_____ wooden train and tracks
_____ wooden boats (6")
_____ wooden work vehicles (dumptrucks, jeep, etc.)
_____ small wooden airplanes
_____ full set of hollow blocks (if classroom space permits - otherwise half set)

Book Center

_____ library storage unit
_____ area rug (if not carpeted)
_____ easy chair or bean bag
_____ small rocker
_____ large throw pillows
_____ collection of appropriate books *(display 5-10 books on the shelf at a time with front covers rather than spines showing)
_____ real objects related to books (i.e., three stuffed bears)

Teacher resources:

_____ poetry anthology
_____ book of fingerplays
_____ nursery rhyme collection

* Some books may be purchased for a classroom collection while many more should be used from the school and local library collections.

For an extensive listing of suggested books for children, see *Early Childhood Education in South Carolina* (pp. 152-164). Also see page 165 for a listing of poetry collections.

Cooking Center

_____ pegboard screen with patterns of utensils
_____ pegboard hooks
_____ kitchen timer
_____ hot plate
_____ electric fry pan
_____ toaster oven
_____ food grinder (old fashioned, hand-operated)
_____ plastic juicer
_____ foodstuff as needed
_____ cutlery
_____ paper plates, napkins, cups, etc.
_____ recipe cards (teacher-made)
_____ small paring knife
_____ egg beater
_____ spatula
_____ measuring spoons
_____ transparent plastic measuring cups
_____ plastic mixing bowls
_____ small plastic pitchers
_____ wooden spoons
_____ kitchen tongs
_____ four-sided metal grater
_____ pot with lid
_____ cookie sheet
_____ bottle opener
_____ can opener (hand-operated)
_____ hot pads
_____ dishpans
_____ sponges
_____ dishwashing detergent
_____ rolling pin
_____ salt and pepper shakers
_____ vegetable peeler
_____ vegetable brush
_____ plastic or oil cloth table cover
_____ colander
_____ strainer
_____ assorted cookie cutters
_____ muffin pans
_____ paper muffin liners
_____ trays for serving

Dramatic Play Center

Equipment and materials:

_____ wooden stove unit
_____ wooden refrigerator unit
_____ wooden sink
_____ wooden cupboard
_____ small table and chair set
_____ wooden ironing board and iron
_____ full length mirror
_____ child size rocking chair
_____ doll cradle or bed
_____ doll buggy (strong, wooden)
_____ doll high chair
_____ doll (baby, girl, boy, black, white)
_____ wooden child size chest of drawers
_____ two real or toy telephones
_____ cooking set
_____ tea set
_____ housecleaning set

Collectibles:

_____ dress-up clothes, shoes, hats, etc.
_____ prop boxes (dress boxes or hat boxes each with tools and uniform props for various occupations)
_____ play foods - plastic fruit, empty cans, empty boxes
_____ plastic knives, forks and spoons

Language Arts Center

_____ flannel board
_____ flannel board cut-outs (nursery rhymes, stories, etc.)
_____ puppet stage (commercial or made from large box)
_____ puppets (commercial and homemade)
_____ experience chart paper
_____ oak tag sentence strips
_____ felt tip markers (assorted colors)
_____ puppet playmates (full length cutout boards)
_____ picture dominoes
_____ picture matching games
_____ picture file (teacher/child collection)
_____ camera and film
_____ small chalkboard and chalk
_____ lotto games
_____ collections of objects and pictures to compare, classify and sequence
_____ collections of pairs of objects that rhyme or begin with same sound

Note: Many other items from other center listings may be used in the language arts center.

Listening Center

_____ cassette tape recorder with jack and needed apparatus for headsets
_____ supply of blank tapes
_____ 3 to 6 headsets
_____ filmstrip viewer for individual use
_____ filmstrip/cassette companion sets (as funds allow)
_____ language master and appropriate prepared cards and blank cards (3½" x 9" and 8½" x 11")
_____ record player (shared with music center)

Many of these materials may be borrowed frequently from the school's library or audio-visual collection.

Manipulative Center

_____ plastic bins or dishpans for storage of materials with small pieces
_____ beads - various sizes, shapes, colors
_____ laces for beads
_____ threading block
_____ lacing cards or boards
_____ jumbo color dominoes
_____ wooden animal dominoes
_____ form boards - shapes and colors
_____ fit-a-space
_____ fit-a-square
_____ fit-a-circle
_____ parquet blocks and boards
_____ coordination boards
_____ perception boards
_____ perception plaques - faces
_____ 24 (minimum) wooden puzzles - varying difficulty (6-26 pieces)
_____ puzzle cabinet - for storing puzzles when not in use
_____ lego blocks
_____ interlockers
_____ tinker toys
_____ sprocketeer
_____ rising towers
_____ rig-a-jig
_____ snap blocks or structo bricks
_____ zig-zig stacking tower
_____ nesting cups or boxes
_____ pipe construction set
_____ Lincoln logs
_____ bristle blocks
_____ crystal climbers
_____ graduated cylinders
_____ tactile bridges or touch board

Mathematics Center

_____ matchmates
_____ graded circles, squares, triangles
_____ peg numbers
_____ numberite
_____ bead stair
_____ numeral jigsaw
_____ number puzzles
_____ wooden sorting box with geometric shapes
_____ plastic beads (500 assorted in 6 colors)
_____ plywood numerals
_____ geometrical sorting board
_____ number fitting board
_____ jumbo colored rods of various lengths
_____ counting frame
_____ cubical counting blocks
_____ giant beaded dominoes
_____ touch to learn clock
_____ flannel board cutouts for math (assortment)
_____ kinesthetic numbers
_____ pegboards and pegs (at least three different sizes)
_____ graph paper (1" squares)
_____ real coins and play bills
_____ cash register
_____ objects to count (spools, tongue depressors, buttons, bottle caps, etc.)
_____ counting stairway
_____ tactile numeral blocks
_____ geometric dominoes
_____ cuisinaire rods
_____ 12" rulers (inches indicated - simple) and other measuring devices
_____ metric measuring tools
_____ geo-blocks
_____ shape matching board
_____ height comparison rod - wooden
_____ increasing insets - wooden plaque self-correcting
_____ stepping stones
_____ kitchen scale with lead weights equal to one pound
_____ walk on number line
_____ add-a-square
_____ sequential sorting box - wooden with interchangeable patterns
_____ proportional number blocks
_____ wooden 8-cylinder set (for likeness and difference)
_____ decreasing insets - wooden plaque - self-correcting
_____ unifix 1-10 stair and 60 unifix cubes
_____ geo boards
_____ calendar

Music Center

_____ record player
_____ two sets of headphones
_____ rhythm instruments (commercial and/or homemade)
_____ pegboard and hooks to hang instruments
_____ autoharp
_____ xylophone - with color-coded keyboard
_____ rubberhead tom-tom drums
_____ balls (nerf and rubber)
_____ 8-bar step bells with two beaters
_____ maracas (gourds)
_____ resonator bells
_____ piano (if available)
_____ records and record sets*

Collectibles:

_____ yarn balls
_____ scarves
_____ crepe paper streamers
_____ bottles - filled to various levels

See *Early Childhood Education in South Carolina* (pp. 92-93) for listing of materials needed for homemade instruments.

*American Book Company's *Beginning Music*
MacMillan's *The Spectrum of Music, Kindergarten*
Silver Burdett, *Music, Early Childhood*
Silver Burdett, *Making Music Your Own*

Outdoor - some items may be used in large indoor area

_____ balls - 6", 8" and 10" rubber
_____ hoops - various sizes
_____ variplay triangle set with ladder
_____ child-size gardening tools (hoe, rake, shovels)
_____ climbing net
_____ skipping ropes
_____ climbing ropes
_____ outdoor climbing apparatus
_____ variplay house gym (if indoor space permits)
_____ durable tricycles - 20" size
_____ heavy steel wagon
_____ activity dollies - set of six
_____ skate scooter
_____ wheelbarrow
_____ tumbling mat
_____ ring toss

Sand and Water Play

_____ sand and water table, galvanized tub or other large container
_____ containers for measuring and pouring
_____ liquid detergent
_____ clothesline and clothespins (for washing doll clothes)
_____ food coloring set
_____ pumps
_____ funnels
_____ tubes
_____ plastic aprons
_____ miscellaneous kitchen tools and plastic containers

Collect or improvise:

_____ steering wheel in block
_____ balance beam
_____ sand box
_____ scoops, shovels
_____ sand combs
_____ watering can
_____ sifter set
_____ measuring containers
_____ buckets
_____ truck tires mounted in concrete
_____ telephone wire spools
_____ telephone poles
_____ large wooden boxes

Note: Much of the outdoor equipment may be built or improvised by high school shop personnel, parents or volunteers.

Science Center

_____ large room thermometer - also large outdoor thermometer
_____ pan balance scales
_____ tripod magnifier (giant stand)
_____ hand-held magnifying glass
_____ animals and cages
_____ magnets, iron filings, other objects to attract
_____ containers of various sizes and shapes to store materials
_____ aquarium and terrarium containers and materials (children set up)
_____ pulley and rope
_____ color paddles
_____ 6" prism
_____ stethoscope - real doctor's type
_____ science pictures
_____ tuning fork
_____ incubator - commercial or homemade
_____ wooden science puzzles
_____ kaleidoscope
_____ ant farm
_____ magnastiks
_____ wooden lever 2¾" × 21"
_____ bug house
_____ sounds cylinders
_____ sensory items to touch, taste, see, hear and smell
_____ seeds
_____ watering can
_____ locks and keys
_____ worn out clocks or other items to take apart

Electrical equipment:

_____ wires and batteries
_____ bulbs
_____ buzzers
_____ sockets
_____ switches

Woodworking Center

_____ woodworking bench, sturdy wooden table or stump
_____ pegboard with hooks for hanging tools
_____ 5" vise or clamp
_____ hammer (16 oz.)
_____ saw, 12" crosscut
_____ screwdrivers
_____ pliers
_____ hand drill and bits
_____ safety goggles

Supplies and materials:

_____ nails (various sizes)
_____ sandpaper, coarse and fine
_____ nuts and bolts
_____ screws
_____ wood scraps
_____ spools
_____ water base paint and brushes

Writing Center

_____ primary typewriter
_____ paper of different colors and sizes
_____ containers for writing utensils
_____ pencils (primary and regular)
_____ felt pens
_____ crayons
_____ wooden alphabet (multiples of upper and lower case)
_____ templates
_____ sandpaper letters
_____ oak tag sentence strips (for teacher use)
_____ printing set - stamps of lower and upper case letters, ink pad

Other Equipment and Materials

_____ cabinets and shelving units for storage and display of materials
_____ tables
_____ chairs
_____ file cabinet
_____ cubbies
_____ napping mats or cots (for all day sessions)
_____ filmstrip projector/cassette (self-advancing type)